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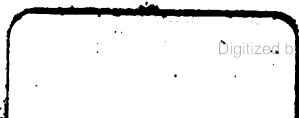
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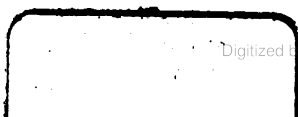
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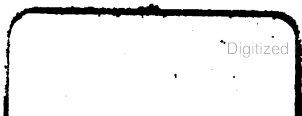






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Cleveland Public Schools.

FORTIETH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

SCHOOL YEAR ENDING AUGUST 31, 1876.

PUBLISHED BY ORDER OF THE BOARD.

CLEVELAND:

ROBISON, SAVAGE & CO., PRINTERS AND STATIONERS.

1877.

DUP. EXCHANGE.19 DEC 99

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Cleveland Public Schools.



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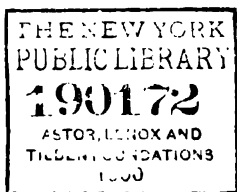
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1877.

at #



ROY W. B.
J. B. B.
Y. B. B.

Board of Education.

1875-6.

MEMBERS.

Wards.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS.....	1877.....	158 Superior Street.
2....	DR. D. B. SMITH.....	1876.....	333 Superior Street.
3....	WILLIAM J. AKERS.....	1877.....	Union Pass. Depot.
4....	SAMUEL BRIGGS.....	1876.....	73 Huntington Street.
5....	A. MEHLING.....	1877.....	674 Superior Street.
6....	M. G. WATTERSON.....	1876.....	657 Case Avenue.
7....	THOMAS A. STOW.....	1877.....	188 Case Avenue.
8....	D. C. TAYLOR*.....	1876.....	231 Detroit Street.
9....	J. M. FERRIS.....	1877.....	110 Hanover Street.
10....	N. B. DIXON.....	1876.....	285 Washington Street.
11....	G. W. LEIBLEIN.....	1877.....	56 Lorain Street.
12....	F. MUHLHAUSER.....	1876.....	92 Vega Avenue.
13....	FELIX NICOLA.....	1877.....	53 Jennings Avenue.
14....	P. W. PAYNE.....	1876.....	1170 Willson Avenue.
15....	F. M. SANDERSON.....	1877.....	1012 Woodland Avenue.
16....	JOHN E. COLBY.....	1876.....	662 Euclid Avenue.
17....	S. M. STRONG.....	1877.....	1394 Euclid Avenue.
18....	DR. J. D. JONES.....	1876.....	1936 Hamilton Street.

* *Vice* T. M. SMYTH, resigned.

Organization of the Board of Education.

1875-6.

OFFICERS OF THE BOARD.

PRESIDENT,

M. G. WATTERSON.

CLERK,

T. R. WHITEHEAD.

SUPERINTENDENT OF INSTRUCTION,

A. J. RICKOFF.

STANDING COMMITTEES.

1875-6.

FINANCE.....	NICOLA, FERRIS, STOW.
JUDICIARY.....	DR. SMITH, COLBY, NICOLA.
REPAIRS	AKERS, SANDERSON, DIXON.
SUPPLIES.....	PAYNE, JONES, MEHLING.
SCHOOL BUILDINGS.....	SANDERSON, STOW, LEIBLEIN.
INSURANCE.....	JONES, STRONG, CHILDS
CLAIMS AND AUDITING.....	MEHLING, CHILDS, FERRIS.
TEACHERS.....	FERRIS, DR. SMITH, NICOLA.
SALARIES.....	STRONG, BRIGGS, COLBY.
TEXT BOOKS AND COURSE OF STUDY.....	COLBY, PAYNE, JONES.
MUSIC, PENMANSHIP AND DRAWING.....	DIXON, TAYLOR,* JONES.
BOUNDARIES.....	MUHLHAUSER, SANDERSON, TAYLOR.*
DISCIPLINE.....	CHILDS, MUHLHAUSER, BRIGGS.
LIBRARY.....	STOW, PAYNE, DIXON.
RULES AND REGULATIONS.....	LEIBLEIN, BRIGGS, AKERS.
PRINTING	BRIGGS, AKERS, STOW.
CENTRAL HIGH SCHOOL.....	CHILDS, TAYLOR,* DR. SMITH.
WEST HIGH SCHOOL.....	DIXON, MUHLHAUSER, LEIBLEIN.
EAST HIGH SCHOOL.....	STRONG, PAYNE, MEHLING.
NORMAL SCHOOL.....	TAYLOR,* NICOLA, FERRIS.

* Vice T. M. Smyth, resigned.

BOARD OF EXAMINERS OF TEACHERS.

1875-6.

Members.	Term Expires.	Members.	Term Expires.
J. H. RHODES.....	1878.	LOUIS R. KLEMM.....	1876.
ADOLPH GEUDER.....	1878.	ANDREW J. RICKOFF.....	1877.
ALANSON G. HOPKINSON.	1876.	LEWIS W. FORD.....	1877.

OFFICERS OF THE BOARD.

PRESIDENT,	SECRETARY,
A. G. HOPKINSON.	A. J. RICKOFF.

COMMITTEE ON ENGLISH EXAMINATIONS.

L. W. FORD, J. H. RHODES, A. J. RICKOFF.

GERMAN EXAMINATIONS.

A. GEUDER, L. R. KLEMM, J. H. RHODES.

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—
LIBRARIAN,
I. L. BEARDSLEY.

President's Report.

PRESIDENT'S REPORT.

The Board of Education respectfully submits this, the Fortieth Annual Report of the Public Schools of Cleveland, being for the year ending August 31, 1876 :

FINANCIAL EXHIBIT.

The Annual Report of the Clerk of the Board which accompanies this, presents in detail, a statement of the financial transactions of the year. A minute account is kept with each building, and the report exhibits the expenditures on account of each, properly classified. The following summaries of receipts and disbursements have been taken from the Clerk's Report :

RECEIPTS.

Balance on hand September 1, 1875.....	\$141,079 43
First Installment of Taxes (City Levy) paid March, 1876....	219,099 76
Second Installment of Taxes (City Levy) paid August, 1876.	198,994 63
State Apportionment on the basis of the enumeration of children within school age, including East Cleveland and Newburgh districts annexed for school purposes..	82,894 95
Tuition from non-resident pupils.....	1,425 50
Deferred payments on Willson avenue land, including in- terest.....	8,593 06
Dunham avenue School lot, appropriated for street purposes.	1,652 80
Miscellaneous sources.....	507 21
Total Receipts	<u>\$594,248 24</u>

DISBURSEMENTS.

Salaries of Superintendent and Teachers	\$232,834 88
Salaries of Teachers in Industrial School.....	416 65
Salaries of Officers of the Board.....	8,016 20
Salary of Superintendent's Clerk.....	700 00

Salaries of Librarian and Assistants.....	\$6,599 05
Salaries of Janitors.....	16,069 56
Fuel.....	8,425 20
Repairs, including cost of moving buildings.....	8,481 19
Supplies.....	3,454 12
Furniture.....	9,049 24
Heating Apparatus.....	13,038 88
Insurance.....	881 25
Rent, including rent of Library rooms.....	3,329 16
Special taxes on School property.....	108 59
Taking School census.....	1,005 73
Gas.....	771 01
Board of Examiners.....	217 50
Printing and Binding.....	1,858 54
Interest.....	4,203 09
Advertising.....	204 70
Land for building sites.....	17,030 16
Construction.....	58,076 63
Centennial Exhibition expenses.....	1,495 80
Willson avenue Land Bonds redeemed.....	6,291 40
New Fence.....	2,625 58
Miscellaneous expenditures.....	5,662 26
Balance on hand August 31, 1876.....	183,401 88
Total Expenditures.....	<u>\$410,846 36</u>
	\$594,248 24

The ordinary receipts for the maintenance of the Public Schools are those from the local tax levy, the State apportionment on the basis of the enumeration of children within the school age, and the tuition from non-resident pupils. The extraordinary receipts the past year were chiefly from the deferred payments on the Willson avenue land, and on account of the Dunham avenue school lot, a portion of which was appropriated by the city for street purposes. Of these latter receipts the aggregate this year was \$10,753.97. The ordinary receipts were these :

Local Tax Levy.....	\$358,094 39
State Appropriation.....	82,894 95
Tuition of non-residents.....	1,425 50
Total.....	<u>\$442,414 84</u>

In estimating and restricting the expenditures for the year, that they may be kept within the revenue, it is not customary to make account of any unusual receipts. In determining the financial result of our year's administration, therefore, the expenditures should be compared with the ordinary annual revenue.

The expenditures for all purposes during the year were as follows :

Salaries of all employees	\$304,636 34
Land, buildings, and all permanent improvements	103,037 68
Repairs, supplies, and all other incidental expenses	43,172 34
	<hr/>
Total	\$410,846 36

We consequently reach the following result :

Receipts from ordinary sources of revenue	\$442,414 84
Expenditures for all purposes	410,846 36
	<hr/>
Excess of ordinary receipts over all disbursements	\$ 31,568 48

SITES, BUILDINGS, AND PERMANENT IMPROVEMENTS.

Under this head we have spent, the year just closed, as shown by the Clerk's Report, \$103,037,68, exclusive of the cost of ordinary repairs. This exceeds twenty-five per cent. of the whole cost of maintaining the schools. The expenditures for sites and buildings have not been greater than was necessary to meet ordinary demands, but it should be understood that no inconsiderable amount of this outlay was made necessary to remedy or supplement the defective or inadequate provisions of our predecessors—increasing the capacity of heating apparatus, improving ventilation, enlarging rooms, etc.

The following table will show the cost, character and extent of this class of improvements, as well as the sites purchased, and buildings erected :

SCHOOLS.	NEW FURNITURE AND HEATING.	LAND.	CONSTRUCTION.	OTHER PERMANENT IMPROVEMENTS.	TOTAL.
Central High...	\$25 75		\$24 50	\$57 44	\$107 69
West High.....	28 52			139 94	168 46
East High.....				727 26	727 26
Rockwell	95 64			65 00	160 64
Madison	23 90				23 90
St. Clair	436 57				436 57
Alabama				15 00	15 00
Case.....	6356 66	\$2399 80	44651 96	972 88	54381 30
Crawford					
Dunham				230 03	230 03
Fairmount	14 00			119 93	133 93
Euclid	46 02		963 52	32 00	1041 54
Quincy				192 02	192 02
Woodland				7 50	7 50
Kinsman	46 57				46 57
Outhwaite	4740 87	6000 36	1544 21	1100 81	13386 25
Mayflower	380 01		1691 41	555 00	2626 42
Sterling	288 35	4045 00	803 27	599 87	5736 49
Brownell.....	632 92		964 82	406 19	2003 93
Eagle	28 10			205 23	233 33
Normal	144 46			397 24	541 70
Warren			881 59	126 89	1008 48
Orchard	24 51			81 50	106 01
Hicks	31 00				31 00
Washington.....	48 47				48 47
Kentucky.....	3903 77		21 28	207 65	4132 70
Clark.....	8 55	15 00		34 80	58 35
Tremont	648 11	2140 00	1087 20	1586 65	5461 96
Wade & Walton	138 99	1250 00	599 83	423 03	2411 85
Gordon					
Walnut.....	736 30		2009 98	187 17	2933 45
Meyer				25 62	25 62
Charter Oak.....	58 38			96 16	154 54
Union Mills.....				15 00	15 00
North	194 60		1059 85	407 81	1662 26
South	77 80	1180 00	330 09	25 78	1613 67
Lovejoy	142 00		972 12	15 00	1129 12
Garden	20 00			25 67	45 67
Bolton					
TOTAL.....	\$19320 82	\$17030 16	\$57605 63	\$9082 07	\$103038 68

In the Kentucky Street building alone heating apparatus and ventilation have cost, this year, over four thousand dollars. The heating apparatus in this building had been in use but a few years, it was not worn out, but was defective and inadequate. This is but an example of the kind of improvements we are constantly compelled to make. The heating apparatus in Brownell School has been supplemented almost every year for several years past and it must be all overhauled in a very short time. The same is true of the Central and West High School buildings. The ventilation in these, and many other school buildings is quite insufficient, in some almost intolerable, and must be improved at the earliest possible time.

The foregoing table shows that we have expended for building purposes during the year, in the Case avenue district, \$44,651.96; in the Brownell district, \$964.82; Euclid avenue, \$963.52; Lovejoy, \$972.12; North, \$1,059.85; Outhwaite, \$1,544.21; Sterling, \$803.27; Tremont, \$1,087.20; Walnut, \$2,009.98; Warren, \$881.59.

In the Case avenue district an eighteen room brick building has been erected. The house is superb in all the requisites of a school house, its almost perfect ventilation and abundant light are among its chief excellences. A very complete description of this school-house is given in the annual report of the Superintendent of Instruction which accompanies this communication.

In each of the other districts mentioned a two-room frame relief building has been erected. In all, thirty-six new rooms have been added to our school accommodations this year. The eighteen rooms furnished by the Case avenue building will, of course, empty all the old frame houses on this lot. Some of these are ill adapted to school use and will be sold; the best of them will, in the immediate future, be needed in their present locality or some other place in the vicinity to which they can be readily moved. The Alabama street house will now be entirely vacated. Whether it can ever again be conveniently occupied is

doubtful, but there can be no doubt that it would be bad policy to offer it for sale at present. It will be much better economy to hold this property for a few years than to sacrifice it in the present depressed real estate market—a few years will, in all probability, determine the practicability of its further use for school purposes. This building is a substantial brick structure, containing nine rooms in as good condition for use as are a majority of the school rooms in the city, and the policy which has resulted in its abandonment was unwise as well as expensive. A little judicious forethought in selecting the sites for the Rockwell and St. Clair buildings would have averted this necessity and saved the city the cost of a large school-house. Besides the new buildings specified above, additions have been made to the Mayflower house during the year, which increase its capacity three rooms, improve its ventilation and light very materially, and make it the largest, as well as one of the most convenient houses in the city. The whole cost of the improvement will exceed six thousand dollars, of which only about twenty-six hundred was paid the past year, the balance will be in the account of the current year.

The above table also shows that we paid for land the year just closed, in the Case avenue district, \$2,399.80, in the Outhwaite, \$6,000.36, Sterling avenue, \$4,045.00, South School, \$1,180.06, Tremont Street, \$2,140.00, Wade and Walton, \$1,250.00.

During the year we have purchased an addition to the Case avenue lot, 40 by 140 feet; two additions to the Outhwaite lot, 80 by 90 feet, and 72 by 130 feet, respectively; one to the Tremont lot, 33 by 150 feet; and one to the Wade and Walton lot, 100 by 180 feet. A portion of this land was purchased on short time, the Board giving its bond for the deferred payments.

The project of building a new High School house in some central locality, to accommodate the entire city east of the Cuyahoga River, the policy and feasibility of which were discussed at length in the last Annual Report, has engaged no small por-

tion of the attention of the Board the past six months. Its success has recently been insured by the selection and purchase of a site on Willson avenue, near Cedar. A large majority of the Board believe this locality to be the most eligible and, all things considered, the least liable to objection.

Plans are being prepared, under instructions adopted by the Board, for a building of ample dimensions to meet all demands for many years to come, and of such construction as to warrant conditions the most favorable for the health and convenience of the pupils. It is proposed to have this building completed and ready for occupancy in September, 1878.

To those who may be compelled to endure the ills incident to attendance at the old Central building, this will doubtless seem a long time, but the present Board of Education cannot be held responsible for unnecessary delay. Precipitate action in a matter of so much importance would be justly censurable.

The demands for additional and better school houses are constantly urged upon the Board and tax its best management to meet them. The want which a frame relief building will satisfy, though of frequent occurrence, gives us very little concern—a few days will serve to make provision for it. But when entire wards insist that they are almost destitute of such school rooms as they are willing to risk the health of their children in—as the Twelfth and Eighteenth Wards are now doing—the responsibility resting upon the Board of Education becomes exceedingly grave.

Of the school room accommodations of the Eighteenth Ward, Mr. James, Supervising Principal of the District says: “In no part of the city, with which I am acquainted, is there so great need of better school accommodations as in the Eighteenth Ward. All the rooms in this part of the city are poorly adapted to the ends for which they were designed. They are small, badly ventilated, poorly built and inconvenient. Our school rooms generally contain from 850 to 950 square feet of floor and

10,000 to 11,000 cubic feet of atmosphere for the children to breathe; many rooms are much larger than this. In the Walnut School the rooms have 600 feet of floor, and a capacity of 7,000 cubic feet. The rooms in the North School are even smaller, having not more than 500 feet of floor and a capacity of 5,500 cubic feet. It will readily appear that such rooms are not large enough for school use. With the ordinary number of pupils they are so crowded that physical exercises are out of the question, and unless the best of facilities for ventilation exist, the air must necessarily be in the worst possible condition. The result is that not one of the sixteen rooms in the Walnut and North building is really fit for use. The population of this part of the city is increasing rapidly so that the necessity of providing additional room is continually laid upon the Board of Education, and it seems to me that very soon steps should be taken to erect a first-class eighteen-room building in some central location for the accommodation of both these districts."

There can be little doubt that action should be taken as soon as possible to erect a large building in this ward. Indeed the subject has already received consideration, but no definite action has yet been taken by the Board. Instead of selling either of the two more central lots, as recommended by Mr. James, it has been suggested as more economical and likely to furnish better accommodation, to purchase an addition to the North School lot, erect the main building upon it, and retain the Walnut house for the lower grades. The situation of the North lot fronting on Broadway with street on side and rear is admirable, and its locality sufficiently central to satisfy all reasonable demands.

Mr. Day, Supervising Principal of the Second District, presents a hardly less impressive picture of the wants of the Twelfth Ward. He says :

"Attention is respectfully directed to the state of affairs in the Twelfth Ward. The schools of this section of the city are

located at five different points, viz.: the Wade, Walton, Erin, Meyer and Clark buildings. On account of their scattered condition it has been and still is impossible to grade the schools as they should be. The highest grade in this subdivision is the 1) Grammar, or fifth year in school. Pupils entering higher grades are required to attend the Tremont, Hicks or Kentucky schools. The distance to be traveled in such cases ranges from half a mile in the boundary line, to over two miles. During the winter many of these pupils are compelled, on account of the distance, to withdraw, and many others never enter the higher grades for the same reason. It should be remembered that the ravine through which Walworth Run flows offers a barrier, passable at few points, to those who attend Hicks or Kentucky schools. The highest grade in the Clark building, located in the western part of the ward, is the B Primary or third year in school. Pupils entering higher grades are, at present, required to attend the Orchard School which is greatly crowded.

The needs of the ward are very inadequately met by present arrangements. The lot at the corner of Wade and Mill streets is very small, and the building utterly unsuited for school purposes. Only one of the rooms at Erin is provided with seats and desks. The lot upon which the building stands has been leased for a term of years. The Board of Education own a fine lot at the corner of Walton and Rhodes avenues, upon which I most earnestly urge the erection of a building as soon as possible, of proper size to meet the wants of this section of the city. An eighteen-room building is required, there being seventeen Schools already established in the ward."

An addition to the Wade and Walton lot was purchased the past year, with a view to building upon it an eighteen-room house for this district. The consummation of this purpose will doubtless be realized the current or next succeeding year.

When permanent buildings shall have been constructed in these two districts, and the Central High School is completed,

it is not at all probable that another expensive building will be demanded for several years. Relief rooms to supplement overcrowded buildings will doubtless be in almost constant demand. Several districts are specified by the Supervising Principals as in need of them the current year, but they can be furnished on short notice, and at but trifling expense.

VENTILATION OF SCHOOL ROOMS.

There is perhaps no subject connected with the construction of school-rooms which requires more careful and intelligent consideration and receives less, than ventilation. Our predecessors have with commendable liberality spared no money to make our school buildings what in every respect the best adaptation to school use demands—not neglecting, certainly, conditions favorable to health—but it is remarkable as it is unfortunate that they have so seldom succeeded in securing in the school rooms that first essential to a good sanitary condition, pure air. In the construction of the Rockwell building for example, not less than two thousand dollars were expended for metallic ducts and tubes, and the other appliances, to aid in its proper ventilation. The utter failure to secure the object sought is evinced by analyses made of the air in the rooms during school hours by Dr. E. H. Kelly, during the months of February and March last, under direction of the Board of Health. The carbonic acid found was more than four times the amount allowable according to the best sanitary authorities. The report made by Dr. Kelly to the Board of Health on the condition of the air in our school rooms contains facts of much interest, and should be read by those who have charge of the erection of school houses. No analysis is necessary, however, to discover the noxious state of the air in these school rooms; it is often almost intolerable to one entering from the outside atmosphere. It is hardly explicable why those who prepare plans for school houses should exhaust their skill in efforts to

perfect the architectural effect of their buildings, while they either neglect or act in utter ignorance of the first principles of hygiene. The Rockwell is one of our most modern buildings, and its ventilation is not inferior to that of two-thirds of the houses in the city. In the Brownell and other older houses the condition of the air is even worse than in Rockwell. In Mr. Day's report of his district, he says :—

“The ventilation of several of the buildings is so entirely insufficient as to call for immediate attention. This is particularly true of the Brownell building. The air in many of the rooms is very bad, resulting from several causes ; there is neither adequate admission of fresh air, nor escape of foul ; the air of the basement, charged with all manner of impurities, escapes into the halls to some extent, and at times into the school rooms ; no provision whatever is made for the ventilation of the basement. Not only is this true, but the air supplied to many of the rooms is brought from the outside through wooden passages, and made to pass over heated surfaces located in the basement, in chambers by no means air-tight, from which it passes directly into the school rooms. Radical changes are evidently necessary in order to put this building in a proper sanitary condition.”

Mr. James is equally impressed with the inadequate provisions for ventilation in the buildings in his district, and urges the immediate necessity for relief. He says :—

“In the matter of ventilation most of the school houses of this district need attention. The Case and Outhwaite Schools were constructed with especial reference to this important feature, and the condition of both schools is admirable in this respect, but of all the other buildings in the district, not even excepting the large and expensive ones of Sterling, St. Clair and Mayflower, the only reliable source of ventilation is from the doors and windows. The old houses in the Eighteenth Ward are not worth improving, but the health of the children and

the efficiency of the school demands that some method of supplying pure air should be adopted that would make it possible for children to attend school without constant exposure and risk."

Could architects be made to understand that it is infinitely more important to provide school buildings with abundant means and apparatus constructed in accordance with well ascertained principles, to admit pure air into the rooms and conduct the foul air away from them, than to decorate them in the highest style of their art—could Boards of Education fully appreciate how fatal to health it is, and, consequently, what ruinous economy, to pack children into school rooms without any reference to the volume of air they contain,—then the chief obstacle to success in ventilating school rooms would be removed. The present Board of Education realizes the importance of this subject and has acted intelligently respecting it. The new buildings erected by its authority present decided improvements in ventilation over those built earlier. Changes have been made in old houses, and others are making and in contemplation, which will work a radical change in the sanitary condition of our school rooms. A considerable ratio of the expenditure for construction the current year should, and doubtless, will be to improve the ventilation of the older buildings.

The mistaken policy of economizing in the quantity of pure air furnished school children, seems to be abandoned, and with the intelligence possessed by those who have carefully studied the subject, we may confidently expect that a few years will find our school rooms in as good sanitary condition as our dwellings.

THE PUBLIC LIBRARY.

The receipts and disbursements on account of the Library Fund for the year were as follows :

RECEIPTS.

Balance on hand August 31, 1875.....	\$8,065 45
Tax levy, first installment.....	4,382 00
Tax levy, second installment.....	2,779 89
	<hr/>
Total receipts.....	\$15,227 34

EXPENDITURES

Books purchased.....	\$8,063 31
Books rebound	1,164 88
	<hr/>
Balance on hand August 31, 1876.....	\$5,999 15
	<hr/>
Total.....	\$15,227 34

The amount invested in books the past year is large, and it is a source of pleasure to bear testimony to the excellent selections made by the Committee. The infrequency of complaints from its patrons is certainly complimentary to the present management of the Library. For information respecting the conduct of the Library see the very full and interesting report of Librarian Beardsley, which is herewith submitted.

SCHOOL WORK.

For particular information respecting the condition of the schools and the work in them, reference is made to the Annual Reports of the Superintendent of Instruction and the Principals and Supervisors of the Districts and Departments. From Superintendent Rickoff's Report the following is taken :

TEACHERS.

The average number of teachers employed during the year in Higher Schools was as follows :

	Men.	Women.	Total.
Normal School.....	1	1	2
High Schools.....	10	10	20
			<hr/>
Whole number of teachers in Higher Schools			22

GRAMMAR AND PRIMARY SCHOOLS.

	Men.	Women.	Total.
Teachers having charge of School Rooms, including Training Teachers of Normal School	1	289	290
Teachers of German not having charge of School Rooms.....	8	6	14
Special Teachers—Music.....	1		1
Penmanship	1		1
Drawing	2		2
Ass't Supt's (Principal of Districts)....	3*		3
Special Supt's of Primary Instruction.			2
Average number of Teachers employed			335

SCHOOL CHILDREN.

Enumeration of children between 5 and 21 years of age.	47,043
Loss on preceding year.....	1,518
Loss per cent.....	3.1

PUPILS.

	Higher Schools.	Grammar and Primary.	Total.
Whole number entered during School Year.....	671	20,100	20,771
Average number belonging	584.2	14,423.6	15,007.8
Average daily attendance.....	561.5	13,507.7	14,069.2

The loss in the enumeration is accounted for by the discovery of exaggerated reports made by the census taker of certain wards for several years preceding.

SALARIES OF TEACHERS.

A majority of the Board of Education believed that the salaries of teachers the current year should be slightly reduced, as the profits of all business and the wages of employes in almost every calling were very materially reduced from the prevailing rates in past years, but no basis of reduction could be agreed upon; and, after several futile attempts to change, it was deter-

*Including Special Sup't of German.

mined to adopt the last year's rate and schedule of salaries for this year. They are as follows :

NORMAL SCHOOL.

Principal.....	\$2500 00
Assistant.....	900 00
Training Teachers.....	900 00

CENTRAL HIGH SCHOOL.

Principal.....	\$3000 00
First Male Assistant.....	2000 00
Second Male Assistant.....	1800 00
Other Male Assistants.....	1200 00
First Female Assistant.....	1200 00
Second Female Assistant.....	1100 00
Other Female Assistants.....	900 00

WEST HIGH SCHOOL.

Principal.....	\$2500 00
First Male Assistant.....	1800 00
Second Male Assistant.....	1800 00
Other Male Assistants.....	1200 00
First Female Assistant.....	1100 00
Second Female Assistant.....	900 00

EAST HIGH SCHOOL.

Principal.....	\$2500 00
First Male Assistant.....	1100 00
First Female Assistant.....	1100 00

GRAMMAR AND PRIMARY SCHOOLS.

Supervising Principals.....	\$2500 00
Principals of Brownell, Kentucky, Outhwaite, Rockwell, St. Clair, Sterling and Tremont Schools.....	1200 00
Principals of Mayflower and Walnut Schools.....	1000 00
Principal of Case School.....	950 00
Principals of Hicks and Orchard Schools.....	900 00
Principals of Marion and Washington Schools.....	800 00
Principals of North, Wade and Warren Schools.....	750 00

All others according to experience, as follows :

For the First Year.....	\$400 00
For the Second Year.....	450 00
For the Third Year.....	500 00
For the Fourth Year.....	550 00

All teachers whose experience has been acquired as above in other than the Cleveland Schools, or schools of an equal grade, and whose success is not well ascertained, shall, on employment for the first fourteen weeks, receive the salary prescribed for teachers in the first year of their experience, and thereafter the salary prescribed in the above schedule; provided, that in no case shall any salary be advanced except on good and sufficient evidence of decided progress in the art of teaching; and provided, further, that no salary shall be advanced beyond five hundred and fifty dollars per year, except on evidence of such eminent success as shall contribute to the reputation of our schools, and in no case shall any salary be advanced beyond six hundred and fifty dollars per annum, except in the case of assistants in A Grammar classes, who, if in charge of a separate school room, shall receive nine hundred dollars; if not, they shall receive eight hundred and fifty dollars; and assistants in B Grammar classes, who, if in charge of a separate school room, shall receive eight hundred dollars, and if not, they shall receive seven hundred and fifty dollars; except those who hear but one recitation per day in the A and B Grammar classes, whose salaries shall be determined by the Committee on Salaries and approved by the Board of Education.

The evidence to which reference is made above, shall, in all cases, be the certificate of the Supervising Principal of the district, stating the particulars in which the success has been attained, countersigned by the Superintendent of Instruction, and approved by the Committee on Salaries, and also, in case of doubt, by the Board of Examiners.

SPECIAL SUPERINTENDENTS.

Supervising Principal of German.....	\$3000 00
Special Superintendent of Primary Instruction.....	1400 00

SPECIAL TEACHERS.

Teacher of Music.....	\$2500 00
Teacher of Drawing.....	2250 00
Teacher of Penmanship.....	2000 00

The number of teachers employed, whose salaries are determined by experience and success, and the salaries they receive, are :

Salaries.	Teachers.
\$600	49
650	56
	—
Total number	105

The number whose salaries are determined by experience only, and the salaries paid, are as follows :

Salaries.	Teachers.
\$400	81
450	41
500	23
550	72
	—
Total number	167

The number whose salaries are determined by the position they occupy, including Superintendents, and the salaries paid, are as follows :

Salaries.	Teachers.
\$4,000	1
3,000	1
2,500	6
2,250	1
2,000	4
1,800	2
1,400	1
1,200	9
1,100	8
1,000	4
900	17
800	23
750	3
700	5
	—
Total number	79

The reports of Dr. Williams and Mr. Avery, of the Central and East High Schools respectively, give a full and satisfactory account of the condition and management of their schools during the year.

The District reports by Principals James and Day, are full of matters of special interest. They furnish plain, straight-forward statements of the character, condition and wants of the schools under their supervision. The facts and suggestions these reports contain, will greatly aid the Board of Education in adopting measures adapted to the necessities of the schools they represent.

Mr. Forbes, in his Annual Report, states the object of the Normal School so well, as there seems to be prevalent a misapprehension as to the real object of its organization, it has been thought worth while to reproduce here, his remarks under this head. He says :

“It will readily be admitted that this school was not established for any purpose of directly benefiting those who attend it for their own sakes. The Board of Education would not claim any legal right to establish a school for the education of young people as teachers, that the person so educated might thereby be better prepared to earn money. Such a school would be no more warrantable than a school of law, of medicine, or of theology, all of which are clearly outside of what are understood by Public Schools. Only in so far as the pupils of the Normal School are to be prepared for teachers in our city schools is there any good ground for the existence of the school, or any legal warrant for the expenditure of money made necessary for its existence. Ability to teach our city schools is as much the aim of all work assigned the members of this school as is the instruction given by the Superintendent and others in the Normal Institute, for all teachers, held the first week of the school year ; as much so as is the instruction given at the special Saturday meetings throughout the year.”

It can hardly be questioned that this is the position the Board of Education will take and maintain upon this point.

The reports of the Special Supervisors and Teachers of the work under their control furnish all needed information of its progress and condition.

HISTORY OF THE PUBLIC SCHOOLS.

As a matter of interest to many it has been thought advisable this "Centennial" year to present a short sketch of the history of Public Schools in Cleveland. Such a sketch, prepared by Superintendent Rickoff, presenting an excellent bird's-eye view of the rise and progress of our public schools, has been appended to this report.

Also, to show the gradual development and improvement in school buildings in the city, the accompanying cuts giving the elevations and floor plans of various buildings, erected at intervals of a few years, commencing with the old Prospect-street house, which was built in 1840, and ending with the Case building just completed is herewith submitted. These cuts furnish an excellent index to the increasing interest in public schools, as well as the growth of the system.

SCHOOL PROPERTY.

The property table accompanies this report, which gives the locality of school property, the dimensions of the lots, the number and character of the buildings, the kind and number of sittings, the estimated value of all, and other information of interest.

For the Board of Education.

M. G. WATTERSON,

President.

DECEMBER 18TH, 1876.

T A B L E,

Showing School Property:—Size, Location and Estimated Value of Sites, Cost of Buildings, Furniture, etc.

(September 1, 1878.)

SCHOOL BUILDINGS.	LOCATION AND SIZE OF LOTS.	Date of Rec-tion.	Estimated Present Value of Sites.	Number of Rooms.	Number of Seats.	Cost of Buildings and Improvements.	How Seated.	Value of Furniture.	How Heated.	Cost of Heating Fix-tures.	TOTAL VALUE OF PROPERTY.
Prospect	On P., near Sheriff; 50 on P. by 135-2 on Prospect Alley. School Offices...	1836	\$25,000			\$ 5,000		\$1,000	{ Stoves & } Grates }	\$ 150	\$ 31,150
Central High	On Euclid, bet. Erie and Sheriff; 104 on Euclid by 197	1856	60,000	12	350	35,000	Single Desks..	2,491	Furnace ..	3,000	100,491
West High	At intersection of Ann and State; 104 $\frac{1}{2}$ on Ann and State by 84 rear line	1861	10,000	9	148	27,166	Single Desks..	1,265	Furnace ..	2,000	40,431
East High (Facing Bolton and Bell, bet. Cedar and Bolton)	Euclid; 200 on Bolton and Bell by 380 on Euclid by 150 on Alabama	1868	24,000	9	393	36,000	Single Desks..	2,085	Furnace ..	575	62,660
Alabama	Cor. St. Clair and Alabama; 100 on St. Clair by 150 on Alabama	1858	12,000	9	468	20,000	Single Desks..	350	Stoves	135	32 485
Brownell	On Brownell, cor. Sumner; 124 $\frac{1}{2}$ on Brownell by 273 $\frac{1}{2}$ on Sumner	1865	25,000	24	1318	44,000	Single Desks..	3,468	Steam	7,100	79,568
Case	Cor. Case and Cooper; 152 $\frac{1}{2}$ on Case by 298 $\frac{1}{2}$ on Cooper	1870	15,400	20	1000	54,400	{ Single Desks (} and Chairs }	3,600	Steam	7,615	81,015
Charter Oak	On Broadway, near Ashbel; 188 $\frac{1}{2}$ on Broadway; mean depth, 193 $\frac{1}{2}$ feet... ..	1870	4,000	2	94	4,000	Single Desks..	181	Stoves	40	8,221
Clark	Cor. Clark and Hamburg; 120 on Clark by 276 on Hamburg	1873	5,000	4	243	3,020	{ Single Desks (} and Chairs }	355	Stoves	60	8,435
Crawford	On Crawford, cor. Doan; 165 on Doan by 140 on C.; west line, 115 feet		1,500	1	38	500	Double Desks.	75	Stove	15	2,090
Dunham	On Dunham, (west side,) bet. Beecher and March; 18 on Dunham by 132.8. On Dunham, (east side,) bet. Beecher and March; 128 on Dunham by 170... ..	1871	5,760	1	34	600	Double Desks.	67	Stove	15	6,442
Euclid	On Euclid, near Fairmount; 99 on Euclid by 450		19,800	5	164	3,800	Single Desks..	305	Stoves	45	23,950
Eagle	On Eagle, bet. Woodland and Erie; 100 on Eagle by 175	1855	10,000	0	405	20,000	No Building...				37,000

On Farmount, near Euclid; 140 on Farmount by 223	1874	11,200	4	228	2,618	Single Desks..	643	Stoves.....	60	14,521
On Garden and Ashland; 160 on Garden by 190 on Ashland	1870	6,400	4	95	7,500	Single Desks..	193	Stoves.....	60	14,153
On Gordon, cor. Fear; 125 on Gordon by 227½ on Fear	1873	12,000	2	120	2,300	Desks & Chairs	123	Stoves.....	30	14,453
On Hicks, bet. Bridge and Lorain; 132 on Hicks by 156	1858	9,500	14	724	19,545	(S. & D. Desks) (and Chairs)	1,675	Stoves.....	165	30,885
Independ'nce On Ind., bet. Covert and Deveny; 134½ on Ind.; mean depth, 140½ feet.....	1871	1,500	1	48	1,000	Double Desks..	92	Stoves.....	15	2,607
Kentucky..... On Kentucky, cor. Reservoir; 120 on Kentucky by 98 on Reservoir	1852	12,000	16	729	34,039	Single Desks..	2,424	Furnace ..	5,162	53,625
Kinsman..... On Kinsman, near Madison; 115½ on Kinsman by 153½	.....	1,470	2	60	2,000	Single Desks..	116	Stoves.....	15	3,601
Lovejoy..... On Lovejoy, (leased).....	1875	.....	2	98	1,300	Single Desks..	168	Stoves.....	30	1,498
Madison..... On Madison, bet. Superior and St. Clair; 318½ on Madison by 467	1873	5,400	2	87	3,500	Single Desks..	100	Stoves.....	30	9,030
Marion..... On Marion, cor. Sked; 70 on Marion by 125 on Sked	1873	6,000	2	50	400	Single Desks..	30	Stove.....	15	6,445
Mayflower .. Cor. Mayflower and Orange; 99 on Orange by 250 on Mayflower	1854	23,000	23	1,319	41,393	(Single Desks/) and Chairs)	3,100	Steam	5,020	72,513
Meyer..... Cor. Brighton and Meyer; 130 on Brighton by 157½ on Meyer	1870	3,250	3	98	5,000	S & D. Desks..	219	Stoves.....	45	8,514
North..... Cor. Union and Broadway; 66 on Broadway, and extends to Center.....	1869	4,000	10	406	4,000	S. & D. Desks..	926	Stoves.....	105	9,331
Orchard..... On Peach, facing Orchard; 207 on Peach by 190	1869	14,000	18	1,085	57,535	Single Desks..	2,231	Steam	5,174	78,940
Outhwaite .. On Outhwaite, bet. Willson and Kenard; 162 on Outh.; mean depth, 175 on Quincy, near East Madison; 132 on Quincy by 293	1874	16,624	24	1,272	51,158	Single Desks..	4,676	Steam	6,625	79,083
Quincy..... On Ridge Road, near cor. Chestnut Ridge; 99 on Ridge Road by 99	1873	7,500	2	120	2,125	Single Desks..	149	Stoves.....	30	9,804
Ridge..... Cor. Rockwell and Bond; 190½ on Rockwell by 165 on Bond	1859	1,000	1	46	500	Double Desks..	110	Stove.....	15	1,625
Rockwell.....	1869	60,000	18	996	65,178	Single Desks..	2,666	Steam	5,714	133,558
CARRIED FORWARD.....										\$1,059,290
										\$36,024
										\$49,195
										\$555,267
										12,326
										\$418,804
										253

TABLE—Showing School Property, etc.—CONTINUED.

SCHOOL BUILDINGS.	LOCATION AND SIZE OF LOTS.	Date of Erection.	Estimated Value of Sites.	Number of Rooms.	Number of Seats.	Cost of Buildings and Improvements.	How Seated.	Value of Furniture.	How Heated.	Cost of Heating Fixtures.	TOTAL VALUE OF PROPERTY.
South	BROUGHT FORWARD.....	.....	\$418,804	253	12,326	\$555,267	.....	\$36,024	.....	\$49,195	\$1,059,290
On South Ave.; 220 on South Ave. by 150 on Barkwill .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Clair	On St. C., bet. Dodge and North Perry; 207½ on St. C. by 283½ to Oregon... ..	1875	5,000	2	120	950	Single Desks ..	320	Stoves	40	6,310
Sterling.....	On Sterl'g, bet. Cedar and Sibley; 181½ on Sterl'g, 207½ on Sibley, 157½ on C. ..	1869	50,000	18	888	58,133	Single Desks ..	1,998	Steam	5,714	115,845
Tremont	On Willey, bet. T. and Pelton; 95.6 on W., 208 on T., 236 on P.; rear line, 237 ..	1868	27,000	24	1,408	55,483	{ Single Desks } { and Chairs }	3,044	Hot Wat'r ..	8,582	94,109
Union Mills..	Cor. Union and Gaylord; 264 on Union ..	1873	25,556	18	955	41,338	Single Desks ..	2,300	Steam	6,530	75,724
Wade	by 165 on Gaylord	1874	2,500	4	84	1,500	Single Desks ..	183	Stoves	30	4,213
"	Cor. Wade and Mill; 50 on Wade by 139 on Mill	1854	1,600	4	199	3,000	Single Desks ..	312	Stoves	60	4,972
Walnut.....	Also, one rented building cor. Erin and Hitchcock .....	.....	.....	5	180	.....	Double Desks.	300	Stove	100	400
Walton	On Walnut, bet. Mechanic and Home; 160 on Walnut; mean depth, 175 feet ..	.....	5,000	12	545	9,500	{ S. & D. Desks } { and Chairs }	1,466	Stoves	180	16,146
Warren	Cor. Walton and Rhodes; 134.5 on Walton by 180 on Rhodes	1873	7,900	4	268	4,466	Single Desks ..	742	Stoves	60	13,168
Washington...	On Warren; 190 on Warren by 346 to Trumbull	1869	6,000	10	453	7,643	Single Desks ..	824	Stoves	120	14,587
Willson.....	On Detroit, cor. St. Paul; 200 on D. by 132 on St. P.; 109½ on Wash.	1870	19,000	12	702	38,000	Single Desks ..	1,678	Steam	3,500	62,178
Woodland ...	On Kinsman; 44½ on Kinsman; mean depth, 256½ feet	1868	2,200	2	120	800	Single Desks ..	.....	Stoves	20	3,020
.....	On Woodland, bet. Taylor and Bismark; 66 on Woodland by 190 .....	.....	1,470	2	100	2,000	Single Desks ..	192	Stoves	30	3,692
TOTAL.....	TOTAL.....	.....	\$572,030	370	18,348	\$778,080	.....	\$49,383	.....	\$74,161	\$1,473,654

HISTORICAL SKETCH

OF THE

SCHOOLS OF CLEVELAND.

SETTLEMENT AND GROWTH OF THE CITY.

It appears that the first building erected on the spot now occupied by the City of Cleveland was a log cabin, erected in 1796 by a party of surveyors, sent out by the Connecticut Land Company under direction of Moses Cleveland, the agent of the company. The number of inhabitants in 1825 was not more than 500; in 1830, not more than 1,100; in 1840, it was 6,071; in 1850, 17,034; in 1860, 43,417; in 1870, 92,829. The estimated present population is 140,000, the estimate being in ordinary ratio to enumeration of youth between 6 and 21, which has increased just 50 per cent. since the census of 1870.

SCHOOLS PREVIOUS TO 1836.

The General Assembly of the State, as early as 1821, provided for the establishment of school districts, the election of school committees and for taxing the property of the districts for school purposes. In 1825 it provided for a county tax for school purposes and the appointment of county examiners of teachers; but there are no records to show that the people of the village of Cleveland took any action by way of availing themselves of the advantages of these laws, though there is little doubt that they did do so. Certain it is that children at that period were not unprovided, at least by private enterprise, with the means of education, the village trustees assisting so

far as to erect a school house even before the first legislative enactment above alluded to, and perhaps even contributing something from time to time for the payment of teachers.

SCHOOLS UNDER THE CITY CHARTER.

In March, 1835, an act was passed to incorporate the City of Cleveland. Sections XIX. to XXIV. of this act authorize the City Council to provide for the support of Common Schools, to levy a tax of not more than one mill on the dollar of the assessed valuation of property for the purchase of sites and the building of school houses, and one mill additional, for the support of a school in each of the three wards of the city, for a term not less than six months in the year, which should be "accessible to all white* children not under four† years of age." The Council was also required to "fix, by ordinance, the commencement and termination of the current year of said Common Schools and determine the time and duration of all vacations thereof." The administration of school affairs was vested in a Board entitled "The Board of Managers of Common Schools in the City of Cleveland," to be appointed by the City Council for the term of one year. This Board of Managers had the superintendence of the schools, made all minor regulations for their government, examined and employed teachers, and were required to "certify to the City Council the correctness of all accounts for the expenses incurred in the support of the schools." In fixing the salaries of teachers, the Board of Managers had to have the approval of the City Council, and they could not expend for repairs and supplies more than ten dollars for any one school building, without the consent of that body.

*The restrictions of the privileges of the schools to white children seems to have been unobserved from the beginning, colored children, of whom there have always been comparatively few, being admitted on equal terms with the whites.

†By special legislative enactment, Feb. 18, 1848, all children under six years of age were excluded from the schools.

In March, 1859, by special legislation, the election of members of the Board of Education was, for the first time, placed in the hands of the people, one member being elected from each ward, and one-half of the wards electing annually. Though the Board of Education now held the same relation to the people which was held by the City Council the Board was still subject to the Council in several particulars. It was still the City Council which was required to "provide and support such number and grade of schools, in said city, as may be necessary to furnish a good common school education to all the children resident therein," and to "support two high schools." The Board was required to certify to the Council an estimate of the amount necessary to be raised for school purposes; but the City Council might at pleasure levy a tax for an amount greater or less than the amount thus estimated, provided it did not exceed the limit fixed in the general law of the State. The Board of Education had the management and control of the schools, employed and dismissed teachers and fixed their compensation, furnished all necessary supplies and apparatus, but could not expend more than fifty dollars for school furniture or repairs for any one school or school building, without first obtaining the consent of the City Council. In like manner, the approval of the City Council was required in fixing the boundaries of school districts. In April, 1868, another act was passed "to provide for the support and regulation of the public schools in the City of Cleveland," by which all restraints of the Board of Education on the part of the City Council were removed, saving one: whenever additional school room was necessary it became the duty of the Board of Education to recommend to the City Council the "purchase of proper sites and the erection of suitable school houses thereon," and it was then required of the Council that it should act on such recommendation without delay, and in case of approval, to "provide in such manner as shall seem most expedient such sums of money as may be necessary to carry the same into effect."

Thus it was that the Board of Education came into the complete management of the schools, having power to levy taxes without restriction by the City Council, and being limited in the exercise of their powers only by the terms of the act by which they were conferred. It was only in the purchase of real estate and the erection of school buildings that the City Council had any control whatsoever over educational affairs. That it should have a word to say in this respect, however, is quite natural, inasmuch as that body had yet to provide the funds necessary to carry out the recommendations of the Board. In May, 1873, a general law was passed by the Legislature, whereby all special enactments pertaining to the management of schools, in towns, cities and special districts, were entirely superseded. This act left the City Council no control whatsoever over any matter pertaining directly or indirectly to school affairs.

THE GROWTH OF THE SCHOOLS.

The 840 pupils enrolled in the public schools in the year 1837-8 (average attendance 468), were distributed among six schools, two—one for boys and one for girls—in each of the three wards.

Each school room contained at first a separate and independent school. The boys were taught by men, the girls by women. In the second term, two schools for the younger children, from four to six years of age, were established in the two more populous districts.

According to the reports which have been preserved, the schools were accommodated for three or four years in an old private school building, purchased by the city, and in rented rooms wherever they could be found. In 1840, there were about 1,000 pupils enrolled and ten teachers employed. This year two new buildings, each containing three school rooms, were completed. These were the first school houses erected by the city.

In the report of 1850-51 we have the statistics of six district

or "ward" schools, as they were sometimes called, two of them having four; two, five; and two, six teachers each, or thirty teachers in all. In addition to these, a High School, then located in the basement of a church, was maintained for the instruction of 90 pupils. At this period 32 teachers were employed and the average attendance in all the schools was 1650.

But it would be tedious to trace the growth of the schools from this time onward. It will suffice to submit the following table :

TABLE,

Showing Enumeration of Youth, the Whole Number of Pupils Registered, the Average Daily Attendance, and the Number of Teachers Employed in the Several Years from 1836 to 1876 Inclusive.

YEARS.	ENUMERATION OF YOUTH.	NUMBER REGIST'D.	AVERAGE DAILY ATTENDANCE.	NUMBER OF TEACHERS.	YEARS.	ENUMERATION OF YOUTH.	NUMBER REGIST'D.	AVERAGE DAILY ATTENDANCE.	NUMBER OF TEACHERS.
1836	.....	229	.....	3	1857	13121	4923	3410	73
1837	2132	490	240	8	1858	12984	5110	3714	79
1838	.....	840	468	8	1859	13370	5025	3817	82
1839	.....	823	588	10	1860	14309	5110	3930	83
1840	.....	990	.....	10	1861	14625	5081	3962	83
1841	.....	.....	.....	.....	1862	15479	6000	3921	82
1842	.....	.....	.....	.....	1863	16577	6551	4267	86
1843	2578	.....	.....	.....	1864	17325	7473	4767	92
1844	2950	.....	.....	.....	1865	18023	7528	4889	98
1845	3177	.....	.....	.....	1866	18607	8315	5333	115
1846	3455	1500	936	15	1867	20775	9643	5887	123
1847	3956	1652	1120	18	1868	25823	10154	6623	157
1848	4304	1714	1190	20	1869	27524	11151	7222	164
1849	4773	1873	1259	22	1870	32157	12257	7765	188
1850	5042	2081	1440	25	1871	34544	13184	8174	188
1851	6742	2304	1650	32	1872	37876	13647	8582	208
1852	.....	2575	1799	39	1873	40100	15085	9676	235
1853	8426	2845	.....	41	1874	45003	17512	11166	289
1854	12076	3955	2997	44	1875	48561	19705	13147	319
1855	12947	4701	3061	60	1876	47043	20771	14069	326
1856	12998	4734	3310	68					

CLASSIFICATION.

We have seen, above, that the schools of Cleveland were, at first, only unclassified district schools, the boys and girls being taught separately; that three or four months after the organization in 1837, "Child's" Schools were established for the very young children, from four to six years of age. As early as 1840 the Boys' and Girls' Schools were each divided into Primary and Senior Grades, which were placed under separate teachers.

In 1848-9 we find that the schools were divided into Primary, Intermediate, Senior and High Schools, each of which was subdivided into three classes. A few years later, in 1854-5, the term secondary was introduced for a class of pupils between the Primary and Intermediate, but the number of sub-classes remained the same, each one of the three classes now under the Grammar Grade being sub-divided into two instead of three divisions.

In a Course of Study adopted in 1868, the terms Secondary and Intermediate were dropped, the classes of the first four years being denominated "Primary" and the second four "Grammar," the four years of each being severally designated by the first four letters of the alphabet. This was a mere change in nomenclature, but it was accompanied by another change of much greater consequence. The conditions of advancement from grade to grade were carefully specified, the classes were brought to grade as soon as practicable, and every class was called by its proper name, according to the course of study, without regard to the room in which it was found or the teacher by whom it was taught. Pupils might be transferred from room to room in order that numbers might be equalized, but they did not therefore change their grade. They could not be advanced from one grade to another, nor could they be promoted except on examination by the Superintendent, or under his direction.

The work of classification was greatly facilitated,

1st. By putting boys and girls in the same school rooms. Thus, in a building of any given size, the facility for classification was almost doubled at once.

2d. By the erection of large school buildings, which has gone on very rapidly from 1867 to the present time. (See School Buildings.)

3d. By the consolidation of the higher classes of adjacent districts. Without this last measure, the higher classes in many large schools would have been yet too small, in some cases insignificant.

Since this plan of consolidation, at least in the extent to which it is carried, is somewhat peculiar to the schools of Cleveland, it may be of interest to trace the steps by which it has been reached. In 1850-51, fourteen years after the establishment of the system, there were six district or ward schools, two of them having four, two five, and the remaining two, six teachers each. The average attendance upon these schools in no case reached four hundred, and in some it was even less than two hundred; and yet the boys and girls were taught separately, and each school had its full quota of departments and subdivisions. In 1860-61 the condition of affairs was about the same, except that by growth of population and annexation of territory the number of schools had increased from six to nine. In respect to the matter now in hand the following list shows the condition of the schools in the spring of 1868, just before the reorganization began :

GRAMMAR SCHOOLS.		TRIBUTARIES, Not Located in the Same Building.	NUMBER TEACHERS.
Teachers.		Teachers.	
Eagle Street..... 9		Prospect Street 4	13
Brownell Street..... 17		One colony in rented rooms..... 1	18
Rockwell Street 6		One colony in rented rooms..... 2	8
West St. Clair Street..... 6		Bank Street 2	8
East St. Clair Street 9	{	Middle St. Clair..... 4	18
		Case Avenue 4	
		Merchant Street, rented room ... 1	
Hudson Street..... 7		Two colonies in rented rooms ... 2	9
Mayflower Street 10		Perry Street, 2 ; rented rooms, 4.. 6	16
Pearl Street 6		.....	6
Hicks Street 8		One rented room 1	9
Kentucky Street..... 7		Penn Street, 2 ; Washington, 4.. 6	13
			118

The Enrollment of all the Schools for the Year 10154

Average Daily Attendance..... 6623

The above table exhibits the number of schools of the several grades, each grammar school having the very highest class next to the High Schools and all the lower classes, and each school named in the second column, having from one to four of the primary classes or grades.

For obvious reasons, which those engaged in the management of schools will readily understand and which are fully set forth in the annual report of the Superintendent of Instruction for 1867-8, a process of consolidation was commenced whereby the number of schools having an A or highest grammar class, was, in two years, reduced to four, only; the remaining schools having all the way from the seventh to the first year's classes as their highest grades. The number has again gradually increased to nine, the aggregate attendance of all the schools having in the meantime more than doubled.

WOMEN AS TEACHERS AND PRINCIPALS OF SCHOOLS.

When the higher classes were taken from a school, that school was placed at once into the hands of a woman, who became the teacher of the highest remaining grade as well as principal of the house. As soon as the number of grammar schools proper was reduced as above stated, to four only, women were placed at the head of them also, and the remaining four men, thus superseded, were made local superintendents of all the schools of their respective districts.

HIGH SCHOOL.

In 1846, when the number of pupils enrolled was about 1,500 and the daily attendance nearly one thousand, a High School for boys was opened by order of the City Council, and rooms in the basement of a church were hired for its accommodation. In the spring of the following year, by another order of the Council, a department for girls was established in the same school. For two years the new institution met with much opposition. "It was maintained by some that it was illegal, by others that it was inexpedient. Heavy tax-payers declared that there ought to be free schools and they were willing to be taxed to maintain them, but that they did not want to pay for the support of public High Schools or colleges." The enemies of the measure secured a report adverse to the school from a committee of the City Council, which had been appointed to investigate the question of its legality; but the people were now thoroughly aroused, a mass meeting was held, and it was soon found by the politicians that it would be extremely hazardous to attempt the repeal. In the following winter the friends of the school obtained a legislative enactment by which the City Council was "authorized and required" to establish and maintain a High School. By a city ordinance it was then made a permanent branch of public instruction. That the school struggled with difficulties for many years may be readily

imagined, but in 1856, just ten years after its establishment, a new building was erected for its accommodation. The history of the institution in the meantime is well set forth in the following paragraph, which we take from "The History of the Cleveland Schools," written by Andrew Freese and just published by authority of the Board of Education :

"All the work of the school was done by two teachers up to the fall of 1852, when an additional assistant was employed. The course of study embraced all the branches usually taught in High Schools, except the languages, which were not added till 1856. With so small a teaching force, it was of course impossible to cover the exercises in any regular order of classification. As a partial remedy for omissions and breaks, classes were heard out of school hours, sometimes assembling after tea in the evening."

Since that time two other High Schools have been established or, rather, taken into the city by annexation—the West High School in 1864, the East in 1872.

The conditions exacted of candidates for admission to these schools is identically the same, the course of study the same. We say the course of study, but there are really four courses prescribed by the Board of Education: an English course of three years, a German-English course of four years, a Latin-English course of four years, and a classical course of four years. By the latter boys are prepared for admission to Harvard, Yale and other first-class colleges.

The following is a list of the principals of the High Schools in the order of their service :

CENTRAL HIGH SCHOOL.

Andrew Freese †	1846 to 1854.
Emerson E. White	1854 to 1856.
William S. Palmer	1856 to 1859.
Theodore Sterling	1859 to 1867.
W. A. C. Converse	* 1868*
Andrew Freese	1868 to 1869.
Samuel G. Williams	1869 to pr. time.

* Commenced January, 1868.

† Also Superintendent of Schools.

WEST HIGH SCHOOL.

Alanson G. Hopkinson.....	1853 to 1866.
Albert G. Manson.....	1866 to 1867.
Alanson G. Hopkinson.....	1867 to 1870.
Warren Higley.....	1870 to 1871.
Samuel D. Barr.....	1872 to 1876.
Zachary P. Taylor.....	1876 to pr. time.

EAST HIGH SCHOOL.

Elroy M. Avery.....	1872 to pr. time.
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The attendance upon the High Schools since the establishment of the West is given in the following table :

YEARS.	CEN- TRAL.	WEST.	EAST.	TOTAL.	YEARS.	CEN- TRAL.	WEST.	EAST.	TOTAL.
1854-55	82	46	.....	128	1865-66	135	41	.....	176
1855-56	85	42	.....	127	1866-67	154	50	.....	204
1856-57	116	54	.....	170	1867-68	155	69	.....	224
1857-58	136	54	.....	190	1868-69	149	55	.....	204
1858-59	127	57	.....	184	1869-70	154	56	.....	210
1859-60	127	58	.....	185	1870-71	160	64	.....	224
1860-61	143	.....	.....	.....	1871-72	190	61	.....	251
1861-62	163	59	.....	222	1872-73	218	60	57	335
1862-63	122	.....	.....	.....	1873-74	261	93	46	400
1863-64	128	.....	.....	.....	1874-75	284	114	63	461
1864-65	152	54	.....	206	1875-76	316	132	72	520

NORMAL SCHOOL.

A city Normal School went into operation Sept. 1st, 1874, under the principalship of Alex. Forbes, who is now at its head. This school was established without opposition, and has met with none since its opening. The conditions of admission were, at first, quite unequal: 1st, graduation from a High School; 2nd, a county certificate and one year's experience as a teacher; 3rd, a teacher's certificate from the City Board of Examiners. The next year they were as follows: 1st, graduation from the High School; 2nd, two years' study in the

† Commenced April, 1870.

High School. The first admitted to a course of one year and the latter to a course of two years in the Normal. This year graduation from the High School is required of all applicants; those who graduate on the four years' course are admitted to a course of one year in the Normal as before, those who graduate on the three years' course are admitted to a course of two years in the Normal. Scholastic equivalents to the studies of the High School are accepted in every case. Examinations for admission are conducted by the principals of the High Schools.

If any one connected with the management of the schools ever doubted the expediency of establishing this institution all doubts have been removed by observation of its results.

SUPERVISION OF SCHOOLS.

In 1841, the City Council, by ordinance, established the office of "Acting Manager of the Public Schools." He was a member of the Board of Managers and acted as its secretary. It was made his duty also to provide fuel, make repairs, furnish supplies, etc. His duties were extended even into an oversight of the schools, differing in this respect but little from those of a superintendent.

The list of School Managers was as follows :

1841 to 1848.....	Chas. Bradburn.
1848 to 1852....	Geo. Willey.
1852 to 1853.....	James Fitch.

These gentlemen were engaged in other business, and in 1852 the duties of the office became too heavy for them. Accordingly, under authority of an enactment of the Legislature, the City Council ordained the establishment of the office of Superintendent of Instruction. The duties of the Superintendent in the city of Cleveland, as prescribed by the Board of Education in 1868 and yet remaining in force, are as follows :

TO BE THE EXECUTIVE OFFICER OF THE BOARD.—The Superintendent of Instruction shall be the Executive Officer of this

Board, and in the performance of his duties shall be governed by the following rules :

TO SUPERVISE THE WORK OF INSTRUCTION, ETC.—In conformity with the course of study and time-tables hereafter to be adopted, he shall direct, and, as far as possible, supervise the business of instruction in all the schools of this city. In so doing he shall visit the schools as often as practicable, note the means by which their defects may be obviated, and their efficiency promoted ; and if, under these rules, it be not within his power to apply the necessary remedies, he shall recommend to the Board such changes in the rules, or such other measures as to him may seem desirable.

TO PREPARE BLANKS AND PRESCRIBE RULES FOR REPORTS.—He shall prepare a system of blanks for registers and reports, which shall present the duration of, and degree of regularity in, the attendance of pupils ; and prescribe rules for the keeping and return of the same by the teachers. He shall inquire into and report, as far as may be, the causes of truancy and irregularity, and suggest the remedies therefor which may to him seem feasible and proper.

INSPECT SCHOOL BUILDINGS, AND REPORT CONDITION THEREOF.—He shall, from time to time, inspect the school buildings, furniture and apparatus, and report to this Board any defects in the same which may be calculated to impair the health of teachers and pupils, or interfere with the efficiency of the schools.

KEEP THE BOARD ADVISED AS TO SCHOOL SYSTEMS, ETC.—He shall keep himself and this Board informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools of Cleveland, and for this purpose shall effect the best possible arrangement for a permanent exchange of Reports between this and other School Boards.

TO FIX AND OBSERVE OFFICE HOURS.—He shall fix and observe at least one hour per day, out of school hours, for the business of his office, and the convenience of citizens who may have official business with him.

TO MAKE REPORTS.—Annually, as soon as possible after the close of the schools for the summer vacation, he shall make a report of the schools, for publication with the report of the Secretary of the Board. In this report he shall give as particular a view as may be, of the progress and condition of each and all of the schools, and recommend such general measures as, in his judgment, may seem desirable for their improvement.

TO CALL TEACHERS' MEETINGS.—He shall meet the teachers at stated periods during term time, for the purpose of instructing them in the theory and practice of teaching, and the best means of governing their schools.

TO FILL VACANCIES AND MAKE TEMPORARY ARRANGEMENTS.—It shall be the duty of the Superintendent to fill all vacancies occasioned by the temporary illness or necessary absence of teachers, and make other temporary arrangements relative to the schools, which he may deem proper, and report the same to the Board, at its first subsequent meeting.

TO FIX THE TIME, MODE AND STANDARDS OF EXAMINATION.—He shall fix the time, and prescribe the mode of all examinations of pupils for promotion from class to class, and determine the conditions thereof, so that they may be equal and uniform throughout all the schools. In conducting said examinations, and in ascertaining their results, he may require the aid of such teachers as he may call upon for the purpose.

TO PERFORM OTHER DUTIES PRESCRIBED BY THE BOARD.—In addition to the above duties, he shall perform such others as may be enjoined upon him by the Board.

The operation of this Code of Rules under the practice of the Board of Education ever since the establishment of the office,

gives to the Superintendent the nomination of teachers, in fact, the entire management of all matters pertaining to instruction, restricted only by the General Rules as above prescribed.

In 1868 the term of office of the Superintendent was extended to two years.

The following is the list of Superintendents since the establishment of the office :

Andrew Freese.....	8 years,	1853 to 1860 inclusive.
Luther M. Oviatt.....	2 "	1861 to 1862 "
Anson Smyth.....	4 "	1863 to 1866 "
Andrew J. Rickoff.....		1867 to present time.

The term of office of the gentleman last named, expires August 31, 1878.

As we have said in the History of the Classification of the Schools of Cleveland, in the preceding pages, at the time of the consolidation of the eleven A Grammar classes into four, the Principals who would have gone into charge of the four Grammar Schools but for the substitution of women for men in such positions, became local superintendents of the several districts. The following year, the number being reduced to three and the next after to two only, the whole system of supervision was centralized, and two assistants, ladies, were appointed, whose duty it was to give special attention to the four Primary classes. The office of one of the last was discontinued in June, 1876.

The present Supervising Corps is as follows :

Andrew J. Rickoff	Superintendent of Instruction.
Henry M. James	Supervising Principal of First District.
Lewis W. Day	Supervising Principal of Second District.
L. R. Klemm	Special Superintendent of German Instruction.
Miss H. L. Keeler	Special Superintendent of Primary Instruction.

From 1849 to 1866, inclusive, the supervision of the schools was supplemented by the annual appointment of a Board of Inspectors or School Visitors. At first, these visitors gave careful attention to the visitation of the several schools and valuable reports of their condition were, with some exceptions, made

annually to the City Council; but as the work to be done increased, there was a gradual falling off in the number and completeness of the reports made. In consequence, the plan was abandoned in the revision of the law in 1868.

BOARD OF EXAMINERS.

In the first city charter, by which the schools were established, it was required that no teacher should be employed who had not first been examined and obtained from the Board of Managers a certificate of literary qualifications and good moral character. The Managers were the examiners up to the time of the appointment of a Superintendent, in 1853, when the duty fell into his hands. In the law of March, 1859, the Board of Education was required to appoint "three suitable persons, of competent learning and ability, who shall constitute a Board of Examiners, whose duty it shall be to meet at least once in every month to examine the qualifications, competency and moral character of all persons desirous of becoming teachers in the Public Schools of the City of Cleveland. A majority of the Board shall have power to grant certificates to such persons as, in their opinion, shall be entitled to receive the same, and no person shall be employed, except as a temporary supply, as a teacher in any of the public schools of the city, until he or she has obtained from said Board of Examiners, a certificate of qualifications, as to his or her competency and moral character." In 1873 the Board was increased to six members under the general law of the State adopted in the spring of that year, but the powers of the Board remained about the same, except that special teachers in Sciences, Language, Music, Drawing, Penmanship, etc., were required to be examined only in their specialties, and the Board of Examiners was empowered to appoint special examiners, not members of their own body, for the examination of candidates in these branches.

THE STUDY OF GERMAN.

It seems, from a comparison of successive courses of study, that German was introduced into the High School in 1858-59, taking its place among the studies of the last two years. In 1864-5 it was placed on the curriculum for the first three years, and the year following it was again changed and set for the last three. In the revised course of 1867-8, it was given its present place, that is as an election study for the entire course of four years.

In 1870, German was introduced into all the schools. Those who chose to do so might take up the study in any grade, and where the number of pupils was sufficient to make a class of forty, in any one of the four lower or Primary grades, a teacher was employed to give instruction in both languages, the German having at least an hour and a half given it out of the five hours of daily session. If the number was sufficient for two classes, a German and English teacher were employed and they exchanged classes every half day. In the Grammar grades, one hour per day was given to recitation in German, wherever a sufficient number of pupils applied for the privilege. For such classes a special teacher was employed, that is, one who has no class room in charge, and who goes from room to room giving instruction, or who receives pupils from various classes in a recitation room.

TABLE,

Showing the Growth of the German Department since its First Establishment.

YEARS.	CHILDREN OF GERMAN-SPEAKING PARENTS.	CHILDREN OF ENGLISH-SPEAKING PARENTS.	TOTAL.*	NO. OF TEACHERS, including High Schools.
1869-70	.....	.....	600	11
1870-71	.....	.....	1680	19
1871-72	2250	1176	3426	28
1872-73	2479	1185	3666	32
1873-74	2909	1675	4584	35
1874-75	3390	1708	5098	41
1875-76	3798	1751	5549	47

* These figures show the average number belonging, (monthly average.)

SCHOOL HOUSES.



PROSPECT STREET SCHOOL HOUSE, ERECTED IN 1840.

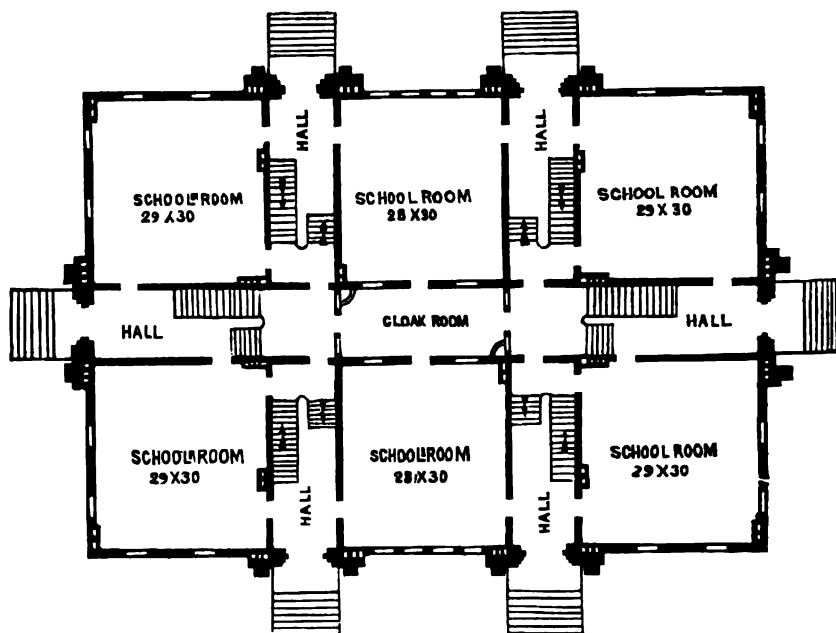
In the year 1840 another building of exactly the same size and style as the above was erected on a part of the lot now occupied by the Rockwell School. In 1851 the old Brownell street house was built after the same pattern, on a lot nearly opposite the present Brownell School. These buildings had each four rooms, two on the first and two on the second floor.

From 1849 to 1855 the West St. Clair, Pearl, Kentucky and Hicks street buildings were built after the same general plan except that they were made three stories high, the third story having only one large room with a recitation room over the hall. This large room was called the grammar room.



THE EAGLE STREET SCHOOL, ERECTED IN 1854. (OLD CUT.)

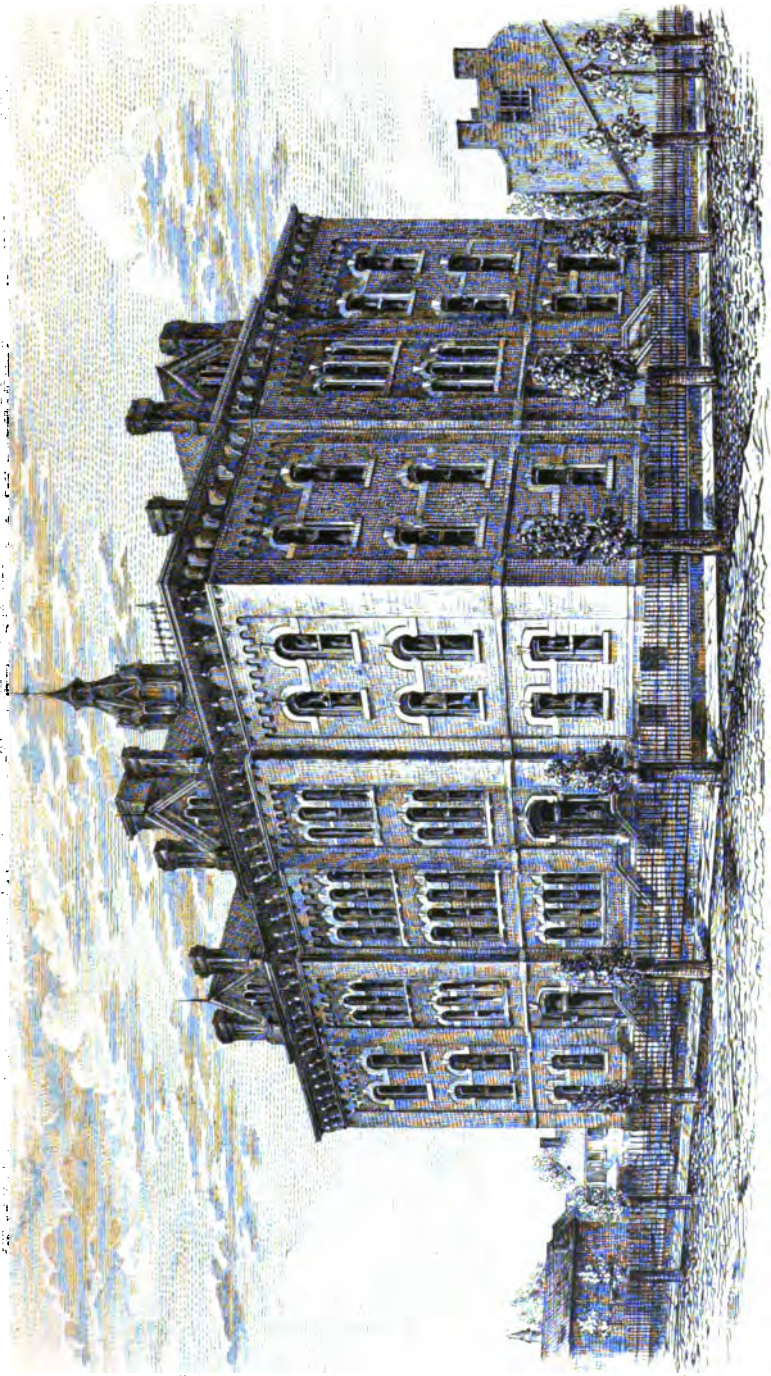
This is the second type of school houses erected in Cleveland. The Eagle, Mayflower and Alabama school houses were erected in 1854, 1855 and 1856 respectively. They differed from the plan of the three story buildings noticed on the preceding page only in that each floor had an additional room in the rear. The hall and stairway leading to these rooms were at the side of the building and at the end of the additional room, therefore near the rear. The Mayflower received an addition of nine more rooms in 1870 and at the opening of the current school year another change was made by which the entire internal arrangement was changed, making it the largest and one of the best buildings of the city.



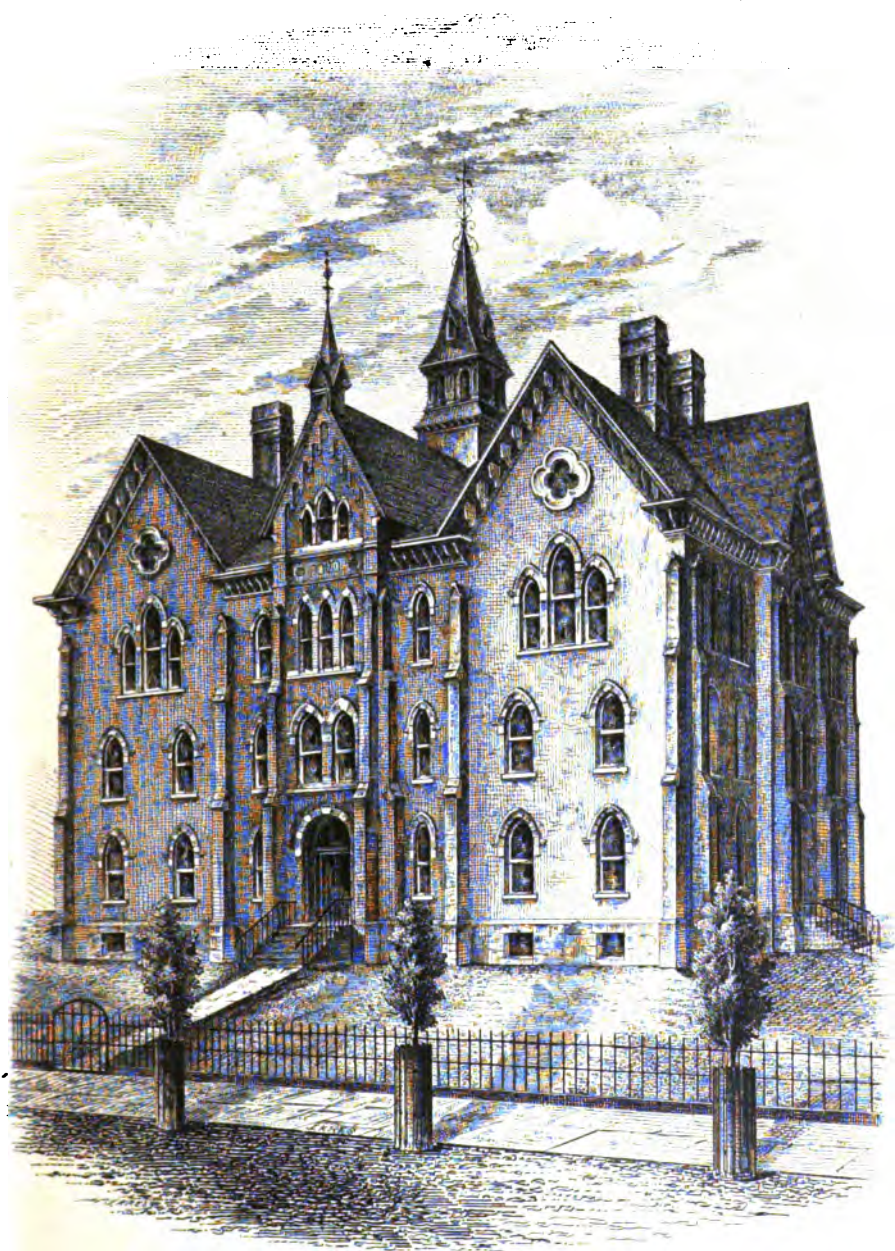
FIRST FLOOR, ST. CLAIR SCHOOL.

The perspective view in the preceding page, and the above plan represent a type of buildings which was originally adopted for the new Brownell house which was erected in 1865. The Sterling, completed in 1869, the Rockwell, St. Clair and Orchard, all of which were first occupied at the opening of the term in September, 1870, resemble the Brownell in floor plan but are very much more ornate in styles of architecture.

The plan of the Washington building, erected in 1870, and which is represented in perspective on the following page is very simple. There are four rooms on the floor, separated by wide halls, each one having an ample cloak room. The light is admitted indiscriminately at the right, left and rear of the pupils.



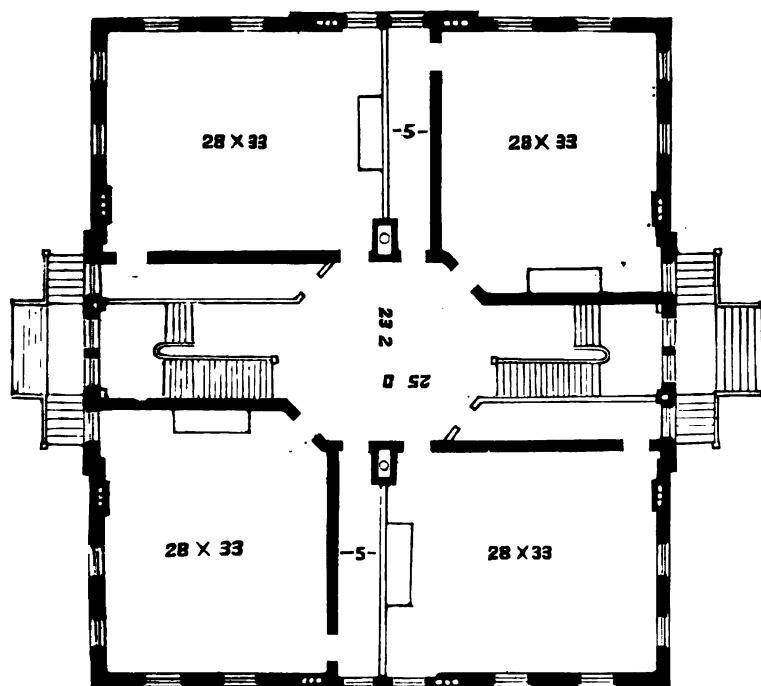
ROCKWELL SCHOOL
Corner Rockwell & Bond Sts.



WASHINGTON SCHOOL
Corner Detroit & St. Paul Sts.

Our first effort to bring fresh air into the rooms properly warmed by means of steam radiators placed *within* the rooms was made in this building, but the radiators were not properly constructed for the purpose, and the arrangement for the admission of air is awkward and therefore likely to be neglected; at best, it is inadequate. But the ventilation of the building was an improvement on that of any preceding one. There is a large ventilating flue at the inner corner of each room.

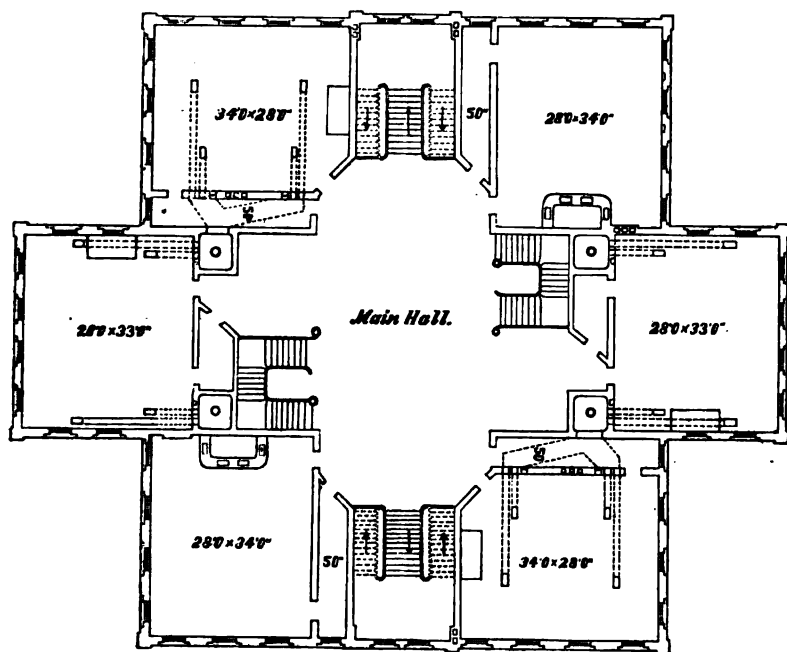
It is believed that the defects above mentioned, are entirely avoided in the plans of the houses which have been built since 1873, viz: the Tremont, a building of twelve rooms, and the Outhwaite and Case of eighteen rooms each. [See report of Superintendent.]



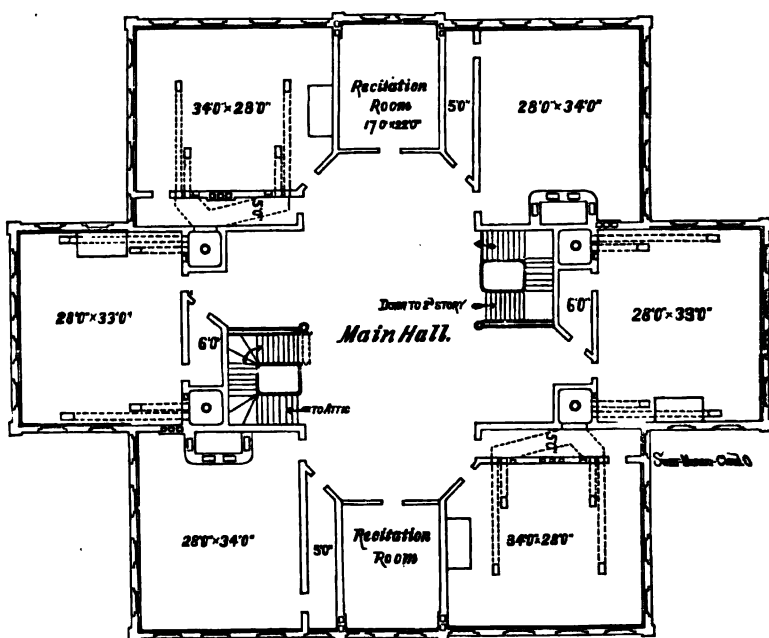
FLOOR PLAN OF THE TREMONT SCHOOL HOUSE.



CASE SCHOOL, COMPLETED AUGUST, 1873.



FIRST AND SECOND FLOORS, CASH SCHOOL.



THIRD FLOOR, CASE SCHOOL.

Secretary's Report.

SECRETARY'S REPORT.

To the Honorable, the Board of Education :

GENTLEMEN :—A statement in detail of the Receipts and Expenditures of the different Schools for the year ending August 31st, 1876, is herewith respectfully submitted.

THOS. R. WHITEHEAD,

Clerk.

RECEIPTS.

Balance on hand August 31, 1875	\$141,079 43
Local Tax Levy—	
First Installment	\$219,099 76
Second Installment	138,994 63
	<u>\$358,094 39</u>
State Appropriation—	
First Installment	\$43,548 53
Second Installment	38,848 80
	<u>82,397 33</u>
Newburgh and East Cleveland Districts	497 62
	<u>440,989 34</u>
Miscellaneous—	
Institute Fund	\$ 91 00
Rent	7 00
Insurance	32 12
Tuition	1,425 50
Old Paper	49 92
House—Tremont School Lot	90 00
Old Boiler—Kentucky School	100 00
Willson Avenue Land	6,016 40
Interest on Willson Avenue Land	2,577 56
Damage to Property, etc.	137 17
Sale Dunham Avenue School Lot	1,652 80
	<u>12,179 47</u>
TOTAL RECEIPTS	<u><u>\$594,248 24</u></u>

DISBURSEMENTS.

Total Expenditures for the year, August 31, 1876	\$410,846 36
Balance on hand August 31, 1876	183,401 88
	<hr/>
	\$594,248 24

CLASSIFICATION OF EXPENDITURES.

Salaries of Teachers	\$215,784 96
Salaries of Special Teachers	17,049 92
Tuition in Industrial School	416 65
Salaries of Officers of Board	8,016 20
Salary of Superintendent's Clerk	700 00
Salaries of Librarian and Assistants	6,599 05
Salaries of Janitors	16,069 56
Fuel	8,425 20
Repairs	7,130 98
Supplies	3,454 12
Furniture	9,049 24
Heating Fixtures	13,038 88
Insurance	881 25
Rent	3,329 16
Taxes	108 59
Census	1,005 72
Gas	771 01
Board of Examiners	217 50
Printing and Binding	1,858 54
Commencement Expenses	840 30
Interest on Loans	4,203 09
Advertising	204 70
Land	17,030 16
Construction	58,076 63
Paving, Flagging, etc.	796 51
Gas Fixtures	272 71
Grading Lots, etc.	85 12
Centennial Expenses	1,495 80
Drawing Models	438 43
History of Schools	642 00
Books for Indigent Pupils	93 27

Returned Tuition	\$ 12 00	
Attorney's Fees	10 00	
Traveling Expenses	204 37	
Institute Services	150 00	
Treasurer of East Cleveland	194 80	
Willson Avenue Land Bond	6,291 40	
Painting and Plastering	323 00	
Water and Sewer Connections	277 28	
Apparatus	222 49	
Transportation High School Pupils	372 31	
Partitions and Vestibule	225 97	
Moving and Improvements on Buildings	1,350 21	
Wire Screens	81 89	
Iron and Board Fences	2,625 58	
Blinds and Well	73 43	
Chimney and Storm-Doors	346 38	
	<hr/>	\$410,846 36
Balance on hand August 31, 1876		183,401 88
		<hr/>
TOTAL		<u>\$594,248 24</u>

DETAILED STATEMENT OF EXPENDITURES.

<i>Central High School—</i>	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$14,315 00	
Janitor	552 50	
Repairs	265 02	
Supplies	237 40	
Fuel	422 12	
Furniture	14 25	25 75
Heating Fixtures	3 95	
Gas	48 03	
Commencement Expenses	230 40	
Apparatus		34 00
Drawing Models		23 44
Construction		24 50
Transportation Pupils	372 31	
	<hr/>	<hr/>
Total \$16,568 67	\$16,460 98	\$107 69

West High School—

	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$8,554 00	
Janitor	440 00	
Repairs	210 59	
Supplies	174 73	
Fuel	302 91	
Furniture	17 75	\$13 27
Heating Fixtures	87 10	15 25
Gas	62 24	
Commencement Expenses	197 39	
Apparatus		15 00
Drawing Models		2 75
Gas Fixtures		6 25
Partitions		115 94
Total	\$10,215 17	\$168 46

East High School—

Tuition	\$5,100 00	
Janitor	308 00	
Repairs	173 64	
Supplies	242 91	
Fuel	398 28	
Furniture	38 94	
Heating Fixtures	7 01	
Commencement Expenses	227 39	
Apparatus		\$173 49
Drawing Cases		8 01
Insurance		105 00
Flagging and Sidewalks		440 76
Painting Fence	23 45	
Total	\$7,246 88	\$727 26

Crawford School—

Tuition	\$500 00
Janitor	41 00
Repairs	58 18
Supplies	8 38
Fuel	16 30
Total	\$623 86

Rockwell School—

	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$13,348 70	
Janitor	845 00	
Repairs	325 58	
Supplies	164 80	
Fuel	480 70	
Furniture	4 50	95 64
Heating Fixtures	55 06	
Gas	17 35	
Insurance		65 00
Total	\$15,402 33	\$160 64

Case School—

Tuition	\$6,280 00	
Janitor	439 00	
Repairs	199 93	
Supplies	80 38	
Fuel	196 94	
Furniture	71 00	
Heating Fixtures	1 10	\$ 6,356 66
Construction		44,651 96
Insurance		278 00
Moving Building		364 88
Land		2,399 80
Rent		330 00
Total	\$61,649 65	\$7,268 35

St. Clair School—

Tuition	\$11,293 01	
Janitor	890 00	
Repairs	251 12	
Supplies	128 76	
Fuel	433 27	
Furniture	12 35	182 47
Heating Fixtures	55 93	254 10
Total	\$13,501 01	\$13,064 44

Madison School—

	Current Expenses.	Land, Construction and Permanent Impments.
Tuition	\$1,150 00	
Janitor	78 00	
Repairs	36 67	
Supplies	17 87	
Fuel	27 99	
Furniture		\$23 90
Heating Fixtures	3 89	
Total	\$1,338 32	\$23 90

Fairmount School—

Tuition	\$2,202 00	
Janitor	156 00	
Repairs	34 32	
Supplies	28 96	
Fuel	58 20	
Furniture		\$ 14 00
Fence		119 93
Total	\$2,613 41	\$133 93

Sterling School—

Tuition	\$15,446 33	
Janitor	1,051 50	
Repairs	533 50	
Supplies	137 41	
Fuel	431 12	
Furniture	25 70	\$196 68
Heating Fixtures	156 78	91 67
Gas	56 50	
Moving and Improvements		474 40
Land		4,045 00
Construction		803 27
Fence		75 47
Rent		50 00
Total	\$23,575 33	\$5,736 49

Bolton School—

	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$4,180 50	
Janitor	250 00	
Repairs	78 29	
Fuel	42 84	
Supplies	34 29	
Furniture	4 50	
Total	\$4,590 42	

Quincy School—

Tuition	\$1,050 00	
Janitor	78 00	
Repairs	31 87	
Supplies	11 00	
Fuel	43 25	
Taxes		\$54 61
Fence and Moving Building		137 41
Total \$1,406 14	\$1,214 12	\$192 02

Outhwaite School—

Tuition	\$13,089 43	
Janitor	883 00	
Repairs	463 56	
Supplies	143 33	
Fuel	735 23	
Furniture	4 00	\$4,527 22
Heating Fixtures	273 22	213 65
Gas	15 43	
Construction		1,544 21
Flagging		186 78
Moving Relief		112 50
Land		6,000 36
Iron Fence		394 72
Board Fence		147 68
Door Springs		7 68
Storm Doors		183 95
Grading		67 50
Total \$28,993 45	\$15,607 20	\$13,386 25

Euclid School—

	Current Expenses.	Land, Construction and Permanent Imp'ments
Tuition	\$1,750 00	
Janitor	152 00	
Repairs	47 95	
Supplies	31 83	
Fuel	75 45	
Furniture	10 50	\$28 27
Heating Fixtures	47	16 75
Construction		963 52
Insurance		32 00
Total \$3,108 74	\$2,068 20	\$1,040 54

Woodland School—

Tuition	\$995 00	
Janitor	98 00	
Repairs	10 35	
Supplies	25 25	
Fuel	40 70	
Furniture	8 64	
Walk		\$7 50
Total \$1,165 44	\$1,157 94	\$7 50

Mayflower School—

Tuition	\$13,008 26	
Janitor	977 82	
Repairs	547 02	
Supplies	141 36	
Fuel	450 32	
Furniture	17 77	\$29 81
Heating Fixtures	93 77	350 20
Gas	8 72	
Construction		1,691 41
Moving Building and Repairing		280 00
Rent		275 00
Permanent Improvements		
Total \$17,871 46	\$15,245 04	\$2,626 42

Kinsman School—

	Current Expenses	Land, Construction and Permanent Improvements.
Tuition	\$766 00	
Janitor	58 00	
Repairs	35 07	
Supplies	17 00	
Fuel	17 30	
Furniture	9 41	\$39 71
Heating Fixtures	10 13	6 86
Total \$959 48	\$912 91	\$46 57

Dunham School—

Tuition	\$550 00	
Janitor	39 00	
Repairs	43 78	
Supplies	12 00	
Fuel	24 13	
Furniture	3 50	
Heating Fixtures	2 00	
Moving Building		\$120 00
Vestibule		110 03
Total \$904 44	\$674 41	\$230 03

Brownell School—

Tuition	\$16,846 32	
Janitor	1,123 00	
Repairs	461 37	
Supplies	113 57	
Fuel	980 69	
Furniture	9 00	\$616 65
Heating Fixtures	227 31	16 27
Gas	25 40	
Construction		964 82
Insurance		15 00
Fence		21 19
Rent		370 00
Total \$21,790 59	\$19,786 66	\$2,003 93

Alabama School—

	Current Expense.	Land, Construc- tion and Perma- nent Implants.
Tuition	\$1,567 50	
Janitor	141 00	
Repairs	130 12	
Supplies	50 21	
Fuel	50 75	
Insurance		\$15 00
Total	\$1,939 58	\$15 00

Alabama Night School—

Tuition	\$178 50
Janitor	
Repairs	4 00
Supplies	6 47
Fuel	3 50
Total	\$192 47

Independence School—

Tuition	\$313 50
Janitor	23 00
Repairs	24 98
Fuel	13 35
Total	\$374 83

Orchard School—

Tuition	\$10,639 13	
Janitors	855 50	
Repairs	192 73	
Supplies	94 81	
Fuel	397 65	
Furniture	1 75	\$24 51
Heating Fixtures	273 97	
Insurance		65 00
Fence		16 50
Total	\$12,561 55	\$106 01

Eagle School—

	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$3,315 00	
Janitor	328 00	
Repairs	260 93	
Supplies	64 08	
Fuel	189 51	
Furniture	5 00	\$28 10
Heating Fixtures	32 84	
Sidewalk		42 00
Water Connection		22 50
Sewer Connection		82 30
Blinds		58 43
Total	\$4,428 69	\$233 33

Normal School—

Tuition	\$3,268 00	
Janitor	192 00	
Repairs	140 14	
Supplies	65 94	
Furniture	4 20	\$43 60
Heating Fixtures	13 89	100 86
Commencement Expenses	185 12	
Water Connections		119 24
Painting		278 00
Total	\$4,410 99	\$541 70

Washington School—

Tuition	\$6,831 25	
Janitor	790 00	
Repairs	206 96	
Supplies	63 40	
Fuel	285 82	
Furniture	2 25	\$48 47
Heating Fixtures	67 92	
Total	\$8,296 07	\$48 47

Warren School—

	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$4,521 50	
Janitor	362 00	
Repairs	68 93	
Supplies	41 88	
Fuel	169 05	
Heating Fixtures	6 28	
Construction		\$881 59
Rent		45 00
Wire Screens		81 89
Total	\$6,178 12	\$5,169 64
		\$1,008 48

Warren Night School—

Tuition	\$315 00
Supplies	10 04
Total	\$325 04

Hicks School—

Tuition	\$7,410 15	
Janitor	645 00	
Repairs	179 68	
Supplies	88 74	
Fuel	271 12	
Furniture	18 46	\$31 00
Heating Fixtures	8 16	
Total	\$8,652 31	\$8,621 31
		\$31 00

Marion School—

Tuition	\$312 00
Janitor	17 00
Repairs	15 10
Supplies	4 50
Fuel	16 55
Furniture	4 00
Total	\$369 15

Gordon School—

	Current Expenses.	Land, Construc- tion and Perma- nent Imp'ments.
Tuition	\$1,100 00	
Janitor	78 00	
Repairs	12 30	
Supplies	12 00	
Fuel	50 80	
Furniture	7 18	
Heating Fixtures		
Total	\$1,260 28	

Union Mills School—

Tuition	\$1,050 00	
Janitor	80 00	
Repairs	21 95	
Supplies	14 01	
Fuel	54 81	
Insurance		\$15 00
Total	\$1,235 77	\$15 00

North School—

Tuition	\$4,706 75	
Janitor	380 00	
Repairs	136 92	
Supplies	36 18	
Fuel	133 22	
Furniture	3 75	\$165 56
Heating Fixtures	1 78	29 04
Construction		1,059 85
Rent		90 00
Fence		317 81
Total	\$7,060 86	\$1,662 26

North Night School—

Tuition	\$226 50
Supplies	19 01
Printing	4 50
Total	\$250 01

South School—

	Current Expenses.	Land, Construction and Permanent Impments.
Tuition	\$550 00	
Janitor	39 00	
Repairs	14 06	
Supplies	3 00	
Fuel	26 65	
Furniture		\$62 81
Heating Fixtures		14 99
Construction		330 09
Land		1,180 00
Insurance		15 00
Walk		10 78
Total	\$2,246 38	\$632 71 \$1,613 67

Lovejoy School—

Tuition	\$390 00	
Janitor	33 99	
Repairs	10 00	
Supplies	12 07	
Fuel	26 65	
Furniture		\$127 21
Heating Fixtures		14 79
Construction		972 12
Insurance		15 00
Total	\$1,601 83	\$472 71 \$1,129 12

Garden School—

Tuition	\$1,100 00	
Janitor	78 00	
Repairs	51 86	
Supplies	25 00	
Fuel	42 25	
Partitions	11 25	
Heating Fixtures	16 86	\$20 00
Well		15 00
Sidewalk		10 67
Total	\$1,370 89	\$1,325 22 \$45 67

Kentucky School—

	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$11,508 00	
Janitor	871 75	
Repairs	306 80	
Supplies	76 26	
Fuel	357 68	
Furniture	28 75	\$54 44
Heating Fixtures	48 77	3,849 33
Gas	10 15	
Construction		21 28
Chimney		154 75
Sidewalk		22 90
Plastering		30 00
Total	\$17,340 86	\$4,132 70

Clark School—

Tuition	\$2,188 00	
Janitor	165 50	
Repairs	87 58	
Supplies	18 06	
Fuel	122 42	
Furniture	3 85	\$8 55
Heating Fixtures	7 67	
Land		15 00
Sidewalk		34 80
Total	\$2,651 43	\$58 35

Charter Oak School—

Tuition	\$1,100 00	
Janitor	78 00	
Repairs	47 46	
Supplies	17 25	
Fuel	92 86	
Furniture	65	\$58 38
Walk		10 14
Fence		86 02
Total	\$1,490 76	\$154 54

Tremont School—

	Current Expenses.	Land, Construction and Permanent Imp'ments.
Tuition	\$9,171 00	
Janitor	907 00	
Repairs	324 77	
Supplies	95 44	
Fuel	358 34	
Furniture	8 85	\$589 58
Heating Fixtures	115 06	58 53
Gas	56 58	
Construction		1,087 20
Insurance		61 25
Flagging		30 41
Land		2,140 00
Fence		1,373 15
Grading and Trees		17 62
Water Connections		53 24
Taxes		50 98
Total	\$16,499 00	\$11,037 04
		\$5,461 96

Meyer School—

Tuition	\$600 00	
Janitor	39 00	
Repairs	19 47	
Supplies	16 25	
Fuel	16 60	
Furniture	2 85	
Fence		\$25 62
Total	\$719 79	\$694 17
		\$25 62

Ridge School—

Tuition	\$550 00
Janitor	39 00
Repairs	17 84
Supplies	11 27
Fuel	23 70
Furniture	1 50
Total	\$643 31

Wade and Walton School—

	Current Expenses.	Land, Construc- tion and Perma- nent Imp'ments.
Tuition	\$6,184 88	
Janitor	434 00	
Repairs	206 04	
Supplies	46 23	
Fuel	198 00	
Furniture	18 75	\$138 99
Heating Fixtures	5 97	
Construction		599 83
Rent		234 16
Fence		74 77
Land		1,250 90
Permanent Improvements		100 93
Walk		13 17
Total	\$9,505 72	\$2,411 85

Walnut School—

Tuition	\$6,175 25	
Janitor	398 00	
Repairs	186 13	
Supplies	61 11	
Fuel	152 61	
Furniture	14 25	\$736 30
Heating Fixtures	44 68	
Construction		2,009 98
Insurance		105 00
Fence		22 17
Rent		60 00
Total	\$9,965 48	\$2,933 45

Industrial School—

Tuition	\$416 65
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News-Boys' School—

Tuition	\$88 50
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Board Rooms—

	Current Expenses.
Janitor	\$415 00
Repairs	32 29
Supplies	410 40
Fuel	111 71
Furniture	136 90
Gas	35 44
Gas Fixtures	22 11
Heating Fixtures	4 38
Signs—Offices	15 00
Total	<hr/> \$1,183 23

Library—

Librarians	\$6,599 05
Janitor	240 00
Repairs	115 46
Supplies	6 00
Fuel	21 36
Furniture	612 37
Gas	435 17
Insurance	95 00
Gas Fixtures	244 35
Construction	471 00
Rent	1,875 00
Moving	105 00
Heating Fixtures	4 80
Total	<hr/> \$10,824 56

Special Teachers—

Music	\$2,500 00
Writing	2,000 00
Drawing	3,050 00
German	2,000 00
Supervising Principals	4,999 92
Special Superintendents Primary Instruction	2,500 00
Total	<hr/> \$17,049 92

Officers of the Board—

	Current Expenses.
Superintendent of Instruction	\$4,000 00
Clerk to Superintendent of Instruction	700 00
Clerk	1,350 02
Superintendent of Buildings	1,485 10
Page	31 00
Carpenter of Board	1,150 08
Total	<hr/> \$8,716 20

Miscellaneous—

Repairs	\$ 76 64
Supplies	333 28
Fuel	60 50
Drawing Models	404 23
Printing and Binding	1,854 04
Advertising	204 70
Board of Examiners	217 50
Census	1,005 72
Willson Land Bond	6,291 40
Interest on Bond and Loans	4,203 09
Treasurer of East Cleveland	194 80
Teachers' Institute Services	150 00
Taxes	3 00
Traveling Expenses	204 37
Books for Indigent Pupils	93 27
Returned Tuition	12 00
Attorneys' Services	10 00
Centennial Expenses	2,495 80
Compiling History of Public Schools	642 00
Total	<hr/> \$17,456 34

LIBRARY FUND.

RECEIPTS.

Balance on hand August 31, 1875	\$8,065 45	
Tax Levy—First Installment	4,382 00	
Second Installment	2,779 89	
	<hr/>	\$15,227 34
		<hr/>

EXPENDITURES.

Books	\$8,063 31	
Binding	1,164 88	
Balance on hand August 31, 1876	5,999 15	
	<hr/>	\$15,227 34
		<hr/>

Superintendent's Report.

SUPERINTENDENT'S REPORT.

TO THE BOARD OF EDUCATION,

City of Cleveland:

GENTLEMEN: I have the honor to submit this, my Ninth Report, being the Fortieth Annual Report of the Public School Department of this city.

The statistical tables annexed, show :

1st. The number of youth to be educated.

- (a) The whole number enumerated, from 6 to 21.
- (b) The number at respective ages, from 5 to 21.

2d. The facilities provided for their education :

- (a) The number of schools and sittings.
- (b) The number of class teachers, special teachers, and supervisors of instruction.

3d. The extent to which they avail themselves of the advantages offered :

- (a) How long they attend school each year.
- (b) How regularly they attend.
- (c) The ages at which they attend.
- (d) The number at respective ages compared with the number enumerated.

4th. Results, as far as may be shown :

- (a) By their advancement in the course.
- (b) By their ages in successive grades.

5th. The work done by the Public Schools, compared with that of private and church schools.

SPECIAL TEACHERS:

Men—Music.....	1	1
Penmanship.....	1	1
Drawing	2	2
Gymnastics.....	1— 5	0— 4
ASSIST'T SUP'TS (Supervising Principals) Men	2	3*
SPECIAL SUP'Ts of Primary Instruction,		
Women.....	2— 4	2— 5
Average number of teachers employed	—317	—335

IV. PUPILS.**Whole number of pupils entered :**

	1873-4.	1874-5.	1875-6.
Higher Schools.....	483	615	671
Grammar and Primary Schools.....	17,029	19,090	20,100
Total.....	17,512†	19,705	20,771

Average number belonging :

Higher Schools	417.8	520.2	584.2
Grammar and Primary Schools	11,490.1	13,510.8	14,423.6
Total	11,907.4	14,031.0	15,007.8

Average daily attendance :

Higher Schools.....	399.6	497.0	561.5
Grammar and Primary Schools.....	10,782.1	12,650.1	13,507.7
Total	11,181.7	13,147.1	14,069.2

Average daily attendance per teacher,
excluding German teachers and
other special teachers not having
charge of school rooms.....

45.2 44.6 4.5

Per cent. of punctual attendance :

On average number belonging	93.7	93.7	93.7
On whole number registered.....	63.7	66.7	67.7
On whole number enumerated between 6 and 16.....	43	44.5	45

* Including Special Superintendent of German.

† Excluding Newburgh, from which no detailed reports were made. For the three months succeeding the annexation, up to the close of the year, the number enrolled in that district was 1269; making the total enrollment in all the city, 18,781.*

V. CLASSIFICATION.

Number of pupils entered in each one of the several grades :

		1873-4.	1874-5.	1875-6.
NORMAL SCHOOL—	A	....	50	41
	B	....	....	10
HIGH SCHOOLS—	(A) Twelfth Year...	24	40	42
	(B) Eleventh Year..	85	93	97
	(C) Tenth Year	142	160	176
	(D) Ninth Year	232	272	305
GRAMMAR SCHOOLS—	(A) Eighth Year	329	444	450
	(B) Seventh Year...	620	648	724
	(C) Sixth Year	899	1,007	1,058
	(D) Fifth Year	1,207	1,658	1,731
PRIMARY SCHOOLS —	(A) Fourth Year	2,186	2,373	2,527
	(B) Third Year	2,663	3,109	3,540
	(C) Second Year	2,976	3,588	3,451
	(D) First Year	6,149	6,263	6,619
Total number registered in all Grades		17,512	19,705	20,771

VI. AGES OF PUPILS REGISTERED.

The number and per cent. of pupils registered at the several ages :

Ages.	No. Registered.	Per Cent. of Whole Number.
6	4,049	19.4
7	2,733	13.2
8	2,627	12.6
9	2,287	11.0
10	2,066	10.0
11	1,737	8.4
12	1,602	7.7
13	1,311	6.3
14	1,087	5.2
15	587	2.8
16	342	1.7
17 and over	343	1.7
Totals	20,771	100.0

VII. TIME IN SCHOOL.

Of the whole number registered, the number in school :

	1874-5.		1875-6.	
	Number.	Per Cent.	Number.	Per Cent.
Less than two months.....	2,181 ..	11.0	2,204 ..	10.6
Two and less than four.....	2,933 ..	14.8	2,909 ..	14.0
Total less than four.....	5,114 ..	25.8	5,113 ..	24.6
Four and less than six.....	1,875 ..	9.7	1,918 ..	9.2
Total less than six.....	6,989 ..	35.5	7,031 ..	33.8
Six and less than eight.....	2,564 ..	12.9	2,577 ..	12.4
Total less than eight.....	9,553 ..	48.4	9,608 ..	46.2
Eight and less than ten.....	4,719 ..	23.8	5,350 ..	25.8
Total less than ten.....	14,272 ..	72.2	14,958 ..	72.0
Ten months or the entire year.....	5,433 ..	27.8	5,813 ..	28.0
Total enrollment.....	19,705 ..	100.0	20,671 ..	100.0

VIII. FLUCTUATION IN ATTENDANCE.

The average attendance for the several school months of the year, was as follows :

	1873-4.	1874-5.	1875-6.
FIRST TERM —First Month.....	10,901	13,084	14,005
Second Month.....	11,151	13,566	14,130
Third Month.....	11,069	13,634	14,181
Fourth Month.....	10,872	13,427	13,876
SECOND TERM —First Month.....	11,108	12,976	14,004
Second Month.....	11,129	12,572	13,797
Third Month.....	11,000	12,596	13,696
THIRD TERM —First Month.....	11,530	13,281	13,710
Second Month.....	11,599	13,149	14,448
Third Month.....	11,427	13,081	14,230

To show the fluctuation of attendance in each class, the following table is added, showing the number of pupils remaining in the several grades at the end of each school month :

GRAMMAR.					PRIMARY.			
	A.	B.	C.	D.	A.	B.	C.	D.
Sept. 24...	402	616	931	1447	1980	2430	2746	3666
Oct. 22...	391	645	916	1419	2084	2447	2712	3739
Nov. 19...	385	641	910	1381	2050	2466	2724	3697
Dec. 24...	387	635	900	1378	1994	2446	2670	3431
Jan. 21...	389	628	907	1412	2008	2525	2831	3627
Feb. 18...	381	619	899	1384	1957	2512	2723	3694
Mar. 17...	375	619	893	1349	1899	2484	2799	3528
Apr. 28...	364	581	876	1210	1847	2467	2828	4688
May 26...	356	556	855	1203	1777	2446	2745	4759
June 23...	355	541	823	1176	1733	2487	2529	4654

IX. ENUMERATION.

Number at the respective ages in each thousand enumerated :

Ages.	Oct. 1871.	Oct. 1872.	Oct. 1873.	Oct. 1874.	Oct. 1875.	Oct. 1876.
5.....	88	91	87	88	87	79
6.....	72	74	81	80	76	80
7.....	71	72	76	80	75	78
8.....	67	67	71	73	74	77
9.....	66	58	63	66	66	70
10.....	70	63	64	67	65	71
11.....	64	60	59	58	57	60
12.....	68	66	64	62	61	62
13.....	58	56	55	57	55	56
14.....	64	58	60	59	60	56
15.....	54	54	56	55	54	58
16.....	54	57	57	56	58	56
17.....	49	52	52	53	55	52
18.....	55	54	52	56	59	53
19.....	48	53	45	47	49	47
20.....	52	65	58	43	49	45

THE CENTENNIAL EXHIBITION.

In an exhibition intended to show the present state of all the arts of civilized life it could hardly be expected that the schools of the nations should be without representation. From the time, therefore, of the second World's Exhibition held in Paris in the year 1867, education has been awarded a prominent place. The United States attracted some attention at Vienna by her ex-

hibition in this department, but when the exposition was to be made upon our own soil, it was expected that we would show what we could to justify the claims that had been made in behalf of our systems of education. With no central authority to call upon states and cities to bring forward what they had which was most worthy of display, without direction and without concert of action, it fell to each commonwealth and municipality to contribute individually what it could to sustain the honor of the country. It was a matter of regret that the space to which this department was assigned was inconveniently located, and at best entirely inadequate to the demand, but this fact did not relieve us of the obligation to do our best to maintain the credit of the country in that which most affects and which best demonstrates the highest types of civilization—the educational institutions for the people.

Our Board of Education felt the obligation and did not hesitate to put into the hands of the committee whatever means were thought to be necessary to meet the exigency. Nor was the money actually expended all that was appropriated by the Board. At a time when a separate building was thought to be desirable for the State of Ohio and perhaps a few of the western states which might unite with her in the enterprise, the use of a considerable additional sum was by unanimous vote authorized for the purpose. Though this sum was not spent, the unanimous vote for the appropriation displayed the spirit of the Board.

It was not supposed to be possible to box up and transport to Philadelphia the enthusiasm that animates a corps of teachers or to represent the finer features of a system of instruction, nor its best products, as, for instance, well-trained reasoning faculties, logical memories, disciplined habits of thought, gentle manners, noble aspirations, pure and loving hearts. It was only the material conveniences, the school houses, the furniture, the apparatus and the products of pupils' hands, the penman-

ship, the drawings, that could be submitted for the judgment of the common observer. To an adept, however, the tendency of a system of schools was clearly apparent from the character of its exhibit. Ambition to make a mere show was manifested by some, more however, indicated a sturdy resolution to stand for what they were worth. Effort toward training in the English language, the culture of the imagination, the improvement of the taste, which are most powerful agencies in the civilization of the world, were shown here and there, and right by their side might be seen the results of honest hard work in teaching "calculations," grammatical rules and spelling, historical skeletons and geographical facts. Then there were combinations of these in varying proportions. All this and much more could be perceived by any one who could look through an exhibition to the theory of education which dictated it.

If there be anything flattering to our pride in the comparisons that might be instituted, it may be very safely omitted in this report. But to call attention to one or two of the suggestions of the exhibition may be of some advantage.

In the variety, excellence and cheapness of school apparatus there were many nations ahead of us. The exhibits of Sweden and Russia were particularly interesting in this respect. We have been accustomed to think slightly of these northern nations, and yet they put us to shame in this as well as some other particulars. There is scarcely anything that has to be learned at school and which can be exhibited to the eye or demonstrated to the senses, which may not be made clearer to the mind of a child by means of their school apparatus. In this way, the educators of these people take care that exact ideas of things be fixed in the minds of children rather than vague notions. If the people of a distant tribe, the wild or domestic animals of a foreign country be spoken of, the child is not left to a verbal description nor even to a pictured representation, but a plaster cast, carefully modeled and colored is set before him. If physi-

ology is to be taught, no attempt to do it is made without the aid of anatomical casts of the several parts of the human frame; if comparative anatomy, the skeletons of men and animals would be near at hand that they might be readily compared with one another, and so on almost without end. Even where we supposed that we had done well, as, for instance, in visible illustrations of the processes of arithmetic, they have outstripped us. Our match-sticks were to be found heaped up in the little Swedish school house, done up into bundles of tens, hundreds, and thousands, just as we have them, but they have gone further in providing a blackboard exactly adapted to the use of the match-sticks. Then our frames for the illustration of fractional numbers are very much excelled by those which were to be seen in the Russian exhibit. Even in school furniture, it is by no means certain that we can claim superiority in any particular except it may be in looks. In gauging the height of the seat to the size of the child we only approximate what they exactly accomplish. If we were to take the lesson which might be learned in the exhibits of these two nations in the use of illustrative apparatus, the expense to which we have been subjected by this exhibition would be well compensated for.

Perhaps the most valuable thing we have yet to learn from the experience of the older countries of Europe, is that different ways of life demand different kinds as well as different degrees of preparation, that the education as well as the apprenticeship of the child should be suited to the pursuits of the man. We made a meager exhibit indeed of our Secondary or High school system, but it was sufficient to show that it is substantially identical in all the states. The course of study which they present is everywhere only a compromise between the wants of the classic students, the preparation of girls for the duties of home, the making of teachers and the education of boys for the business of life. Any effort to meet so many diverse and variant conditions in the same school, must, certainly, fall far short of success.

We have nothing to compare with the Real-school of Germany, the Industries-schule of Switzerland, the Schools of Arts and Trades of France and Prussia, the Imperial Technical Schools of Russia,* and the special schools that are to be found from Madrid to Hammerfest and from the English Channel to the Black Sea.

I have discussed this subject at some length in another part of this report, and will therefore content myself with this allusion to it here as one of the lessons of the Centennial. But we must remember that it is not the admiration which we may expend on anything we may have seen at Philadelphia that will profit us, it is the adoption in our own workshops and our own institutions of what we find suited to our wants. It is not the lessons we may have learned, but the putting of them into practice that will benefit us.

The following is a list of the articles sent for exhibition :

PRIMARY SCHOOLS.

GRADE D—1st year at school—1 vol. of Penmanship.

GRADE C—2d year at school—2 vols. examination papers, 1 vol. drawings.

GRADE B—3d year at school—2 vols. examination papers, 1 vol. drawings.

GRADE A—4th year at school—4 vols. examination papers, 1 vol. drawings.

GRAMMAR SCHOOLS.

GRADE D—5th year at school—3 vols. examination papers, 1 vol. drawings.

GRADE C—6th year at school—2 vols. examination papers, 1 vol. drawings.

GRADE B—7th year at school—2 vols. examination papers, 1 vol. drawings.

GRADE A—8th year at school—2 vols. examination papers, 1 vol. drawings.

Penmanship from the 1st to the 8th school-year (inclusive), 5 vols. Selected manuscripts from 5th to 8th year (inclusive) 3 vols.

Music, written by pupils after hearing it played or sung, all grades, 1 vol.

*I say we have nothing of this kind, but the printing of the statement comes too late to be entirely true, for already has the Massachusetts Institute of Technology established in Boston a "Two years' course in Practical Mechanism" "for those who wish to become constructors rather than engineers," and for that "large class of pupils to whom such systematic training, properly supplemented with other studies, would prove a valuable foundation for further study or for business." The President of the Institute gives to the Russian exhibit at Philadelphia the credit of suggesting the "new departure."

Home work in mechanical drawing, to illustrate lessons in Physics, 6th and 7th years, 1 portfolio. Home work in drawing, all grades, 1 vol. Seven (7) drawings (in frames) of public buildings from objects by pupils of the 6th, 7th and 8th years, including drawings of the City Hall from different points of view, of the Rustic Arbor in the Public Square and of the East High School building.

HIGH SCHOOL.

GRADE D—9th year at school—4 vols. examination manuscripts, 3 vols. drawings.

GRADE C—10th year at school—2 vols. examination manuscripts, 3 vols. drawings.

GRADE B—11th year at school—1 vol. examination manuscripts, 1 vol. drawings.

GRADE A—12th year at school—1 vol. examination manuscripts, 1 portfolio drawings, 1st to 4th year, 2 vols.

Selected essays from all grades, 1 vol. 1 vol. geological drawings.

Etchings on glass (in windows) from designs by students of High School, 27 pieces. 1 geological map.

WORK NOT DONE BY STUDENTS.

Answers by parents of pupils to interrogatories in regard to studies of their children proposed by the Superintendent of Instruction, 2 vols. Answers by pupils to interrogatories proposed to them by the Superintendent in regard to their habits of study, reading, etc., 2 vols.

Plans and perspectives of school buildings, 1 portfolio for which the Board of Education is chiefly indebted to Messrs. Griese and Weile, architects. Mr. Blythe contributed one set of drawings, the Messrs. Heard another. Plans of model school houses in two frames. Original plan for Case school and Tremont school. Photographs of school buildings on glass, 12. Supplementary reading for Primary grades, 1 vol. "Monday Morning"—First Series for pupils in the second school-year and Second Series for pupils in the third. 1 vol. graphic statistical charts of Cleveland Public Schools.

Models for object drawing, 5 pieces, with model holder.

Cleveland School reports for 1873-74, and for 1874-75. Early History of Cleveland Public Schools, by Andrew Freese. Essays and addresses of the North-Eastern Ohio Teachers' Association, 25 copies, contributed by the Board of Education of Cleveland.

SUPERVISION.

Inasmuch as this subject is little understood by many, the following explanation of the different plans of a few of the principal cities is given in mere outline :

BOSTON has one Superintendent and six Assistant Superintendents.

The duty of the Superintendents is to examine teachers, inspect the schools and examine pupils for promotion. There are forty-nine Supervising Principals, one in each Grammar School district. The duty of the Principal corresponds almost exactly with that of the Supervising Principals of this city, though he has his headquarters at the principal school building of his district, not at the general office.

NEW YORK has one Superintendent and seven Assistants—three for Grammar Departments, three for Primary Departments, and one for German Instruction. The main, I might say the exclusive, duty of these officers is inspection, that is, examination of schools. They are the examiners also of teachers who may have been nominated for positions in the schools. The real work of direction and supervision, as it is here understood, is in the hands of the Principals of the schools of whom there are more than three hundred. They are not included in making up the averages by which the number of teachers in a school is determined and have no classes under their own immediate instruction.

BROOKLYN has one Superintendent and one Assistant Superintendent. The Principals of the schools, as in New York, supervise the work of their own schools.

PHILADELPHIA has no Superintendent. The Principals of Grammar Schools act as local managers.

CINCINNATI has a Superintendent. There are no assistants there, having headquarters at the general office of the Board of Education. The Principals of the school are designated in the rules as Local Superintendents and have no classes under their own instruction, the most of them being provided with offices in their own school buildings. The duties of these Local Superintendents correspond exactly with the duties of the Supervising Principals of Cleveland. There are thirty-one Principals or Local Superintendents in the entire city.

ST. LOUIS.—One Superintendent and two assistants, one of whom has special charge of the German Department. There

are in addition fifteen Supervising Principals who are required to hear one lesson per day in the first grammar class. In other respects their duties correspond to the duties of the two Supervising Principals of this city.

CHICAGO.—One Superintendent and two assistants, one of whom, a lady, has charge specially of the German Instruction. The Principals of schools act as Local Superintendents having no class for which they are specially responsible. They are generally provided with a convenient office in the school building.

In Cleveland there is one Superintendent, two Supervising Principals and two Special Superintendents, one of German and one of Primary Instruction. The last is a lady. The Principals of schools are responsible for the instruction of the first grammar classes. When these classes exceed forty-five in number, they are allowed an assistant who takes charge of the school in their absence and takes such part in the instruction of the class as may be required by the Principal. They have no directive power in the management or instruction of other classes except in the halls, on the play-grounds and on the way to and from school.

The principal difference between our scheme of supervision and that of other cities above named, lies in this, that they all have many Local Superintendents, the most of them, at least one to every large school, while we have none. On the other hand, to compensate for this, we have proportionately a larger corps whose headquarters are at the central office. I think this is more than an equivalent, while it is certainly far less expensive.

There are misapprehensions in the minds of some as to the work which is to be done by a supervising corps which it may be well to notice.

In the first place, the meaning of the word supervision (over-looking) is applied rather too literally. It is not only the

overlooking of the work of others ; it includes, also, the laying out of the work to be done by each one of a large number of teachers. If all were eminently competent and skillful and if to each one there were assigned a number of pupils in the sixth year to remain with him or her to their fourteenth or sixteenth, she would lay out the work for herself so that each step would be in the direction of the one which preceded it and of that which was to follow, each would be properly graduated to the ability of the child, nothing would be forgotten or omitted. This would be the case if one accomplished teacher had the education of the child from the beginning to the end.

Here, however, two impossible conditions are stipulated. First—All cannot be experts. There are few indeed, if any, who are skilled in all the branches to be taught. Moreover, one third of them can be considered in no other light than mere apprentices. From fifty to sixty new teachers are employed every year, the average time of service being less than five years. If our schools were not graded, therefore, there would have to be an average of three different hands upon the job of educating each child who passed the curriculum of the schools. Second—The schools are graded schools, that is, the pupils pass from one teacher's hands to another's every year if regularly advanced, possibly from the hands of one beginner to the hands of another. Now, if the work were not carefully laid out and, if it were not seen that every step is completely taken, how many gaps there would be in the work:—to change the figure, how many links in the chain would be missing, and what a fragmentary thing the work would be ! To teach the apprentice, to induct the new teachers into their work, and to give consistency to the whole scheme, is the principal work of the supervising corps. Such a task requires minute and constant care.

In the second place there is no slight responsibility in the retention, promotion and adjustment of the salaries of

teachers, which, in this city, is placed in the hands of the Superintendent and his associates. To do this well and justly requires an insight into the work of each teacher, which can only be obtained by repeated and careful observation.

In the third place, in the city of Cleveland the entire relation between the teachers and parents, the schools and the people is the concern of the Supervising Principals and the Superintendent. Hardly a day passes but that each one is brought into contact with patrons of the schools in the adjustment of some difficulty or other. And again, however smoothly our schools seem to run from year to year, hardly experiencing a single jar that is felt by the public at large, there are times when the utmost anxiety is felt as to the relations of teachers to each other as well as to parents. Such matters require instant and decisive attention and to this end they must be known before they work mischief. It is believed that we are most fortunate in having secured a class of teachers whose dignity of character and whose self-respect leads them to respect the rights of others, but difficulties must arise which can be settled only by those who can speak with authority duly vested in them by the Board of Education.

SPECIAL INSTRUCTION.

The cities of the United States differ greatly in respect to the extent to which special teachers are employed. The following statement includes all of which I have information to justify my speaking with confidence :

Boston.—In Music, one general supervisor and six assistants, called directors.

In Drawing, one general supervisor with six special instructors who give instruction in the High and Normal Schools and who also, so far as their time permits, supervise the teaching of drawing in the Grammar and Primary Schools. They give instruction at the Wednesday afternoon teachers' classes.

NEW YORK.—The special teachers of this city appear to be employed by the several boards of district trustees as they may think desirable, the only restriction being that the teachers shall be "licensed," that is, have a certificate of competence, and that the expenditure for the purpose shall not exceed a specified sum per annum. In 1875 there were two hundred such teachers employed.

CINCINNATI.—In Music, seven special teachers are employed who, I believe, give all the instruction in this branch.

In Drawing, one superintendent and four special teachers. The superintendent gives instruction in the High Schools.

In Penmanship, one superintendent and two assistants.

ST. LOUIS.—In Music, four special teachers are employed who give all the instruction that is to be given in this branch. I do not find that special teachers or special superintendence is provided for any other subject except German.

CHICAGO.—In Music and in Drawing, one superintendent each is employed.

CLEVELAND.—In Music, Drawing and Penmanship each, one special teacher has been employed for many years past. About the first of the current year a special teacher of Gymnastics was employed, and a month or two afterwards a teacher of Elocution and Reading. All these teachers, save the last, give instruction in the schools and at the same time as far as possible, superintend the work of the teachers in their own departments. The instructor in Reading and Elocution is engaged specially to teach the pupils of the High Schools, and the teachers of all the Grammar and Primary Grades. The work done by the teachers of Music, Drawing and Penmanship is by no means limited to the schools. They are all engaged in teaching the teachers of the schools several hours per week. There is no doubt but that in the last respect, that is, teaching the teachers, more work is done by them than in any other one of the large cities. At the present time, all teachers take lessons in Reading and Elocution

and in Drawing once per week. Besides this, one hundred to one hundred and fifty teachers most needing such instruction also have lessons in Penmanship and Music every week. It will readily be understood that positions are valued in the City of Cleveland for the opportunity given to obtain instruction in these branches from the most accomplished specialists.

It may be inquired whether this array of special instructors is necessary. In reply, I may take writing as a specimen. In this branch inferiority or excellence is readily demonstrable to the eye. At the Centennial Exhibition, Cleveland had but one competitor in this branch, the city of Cincinnati. If we glance at the foregoing statement we find that Cincinnati is the only other city which employs special teachers of Penmanship. The superiority of the writing of these two cities was so marked that no one could hesitate to award them the first rank. There were single schools in other places which compared favorably with them, but none could show so general and uniform good results. Again, in Drawing, no cities presented any work at all except those in which special teachers are employed.

The law is absolute and universal that what is taught in the schools the teachers themselves must first know. If the class teachers have not themselves been systematically and thoroughly taught Writing, Drawing, Music and Elocution then special teachers must be employed, or the instruction in these subjects must be correspondingly inferior. The only question is whether excellence in them is worth what it costs, that is from forty to fifty cents a year *per capita*, for all the branches named, say six dollars for each pupil who goes through the entire curriculum of Primary, Grammar and High Schools.

It must be understood that the special teachers are giving lessons in the schools all the while, and it is only in giving instruction that they test the quality of the instruction which is given by the regular class teachers.

I cannot dismiss this subject without congratulating the

Board of Education that in each department we have a master of his specialty. In point of fact, in a close and careful observation of schools for twenty-five years past I have never met with a superior to any one of them, hardly ever with equals either in ability or industry. Whenever public exhibition has been made of the character of their work the verdict of the people has justified what is here said.

Before I dismiss this subject of special instruction, I desire to call attention to the communications of Mr. Aborn and Mr. Stewart, which are made a part of this report.

DRAWING.

I refer with pleasure to the report of Mr. Aborn who this year, for the first time, presents a statement of the general plan of instruction in Drawing which has been adopted in the Schools of Cleveland. It differs so widely from systems most in vogue that it would be strange if there were not some discussion as to its merits, but it is gratifying to be able to say that no doubt of its value seems to have disturbed the Board of Education or the patrons of the schools. It is not therefore necessary that I should answer the objections which are urged against it elsewhere and generally by those who are pecuniarily interested in some one of the many series of drawing books now in the market.

The system which has been elaborated by Mr. Aborn with great skill and industry satisfies beyond expectation what was stated in my report of 1871 to be the demand of the common schools in this direction. In speaking of the reason why Drawing had not been introduced at that time, it was said that

“The difficulty has been, rather, the want of practical adaptability in the system of teaching proposed or, indeed, available. Drawing taught only by copying lithographs, engravings, or other drawings; by filling one drawing book after another solely in imitative exercises from the beginning in the Primary to the conclusion of the course in the High Schools, without effort to lead the scholar to the drawing of real objects, and, in nine cases out of ten, without giving him even so much as the power to convey an intelligible idea of a simple piece of machinery by the use of the pencil, or to represent a chair or a table

with due regard to the simplest laws of perspective.—Drawing, the ultimate test of which is the elegance and finish of copies produced by the most laborious processes, and not the power to produce an original sketch, doubtless has its value in a certain training of the eye and hand, in the cultivation of the taste it may be, and possibly in a development of a love of the beautiful in Art and Nature, but it never can be made of immediate practical utility in the industrial or professional avocations of life.

“ If Drawing be taught at all in the Common Schools, it should be so taught that the pencil may be the ever ready and efficient aid of carriage, cabinet and chair makers, carpenters, machinists, upholsterers, bridge builders, iron founders, gas fitters, potters, plumbers, merchants, professional men, housekeepers, etc., etc., in perfecting their designs and in communicating their plans to others. In the very process of instruction it should have an outlook, if it should not have direct application to the decorative arts—painting, papering, frescoing, carving, stone-cutting, etc., and in the arts of design as applied to figured fabrics of every kind. As Governor English says: ‘The object is not to make artists simply, but to make artisans—to turn out a better and more proficient class of scholars, with such skill in designing and drawing as shall aid them in their industrial pursuits, and more effectually advance the State in manufactures, invention and mechanic arts.’ ”

The process and method of instruction as presented in Mr. Aborn's report is not without precedent. His programme for the successive steps of instruction is in several important particulars like that which is presented in the Regulations for instruction in Drawing in the Gymnasiums and Trade Schools of Prussia, which were issued by the Minister of Public Instruction (Von Mueller), October 2, 1863.

Though the rejection of all copying from the flat is at variance with plans of teaching the subject which are laid down in the various series of drawing books which are in common use, it has the approbation of most non-professional writers who have directly or indirectly treated of the subject. Something might be said in discount of their views because they are not practical teachers, but on the other hand it may be said that almost every impulse which has been given to the general cause of education, and almost every great progressive revolution in its doctrine and method have come from those who were not practical teachers. It is the outsider who has the opportunity for obser-

vation and reflection and who comes "fresh to the subject unencumbered by tradition and prejudice" that is likely to first comprehend the greater principles that underlie the true art of education. Of the great "Educational Reformers" who have a place in the glorious catalogue of Mr. Quick, only one seems to have come to his first thought of reform in the school room, after he had commenced his career as a school-master. The man who is engaged in the work of teaching is generally too much engrossed by practical difficulties to be able to speculate in regard to general theories of education and abstract principles of method.

The attention which was attracted to the exhibition of Drawings made in April, at the rooms of the Board of Education, and the commendation which it received from the press were, in the highest degree gratifying to those who had watched with interest not unmingled with anxiety the growth and development of this branch of culture in the schools of Cleveland. That the method of instruction should meet the hearty approbation alike of amateurs, of artists and of so-called practical men was encouraging to all who have any part in the teaching of this subject.

The award which was given for Drawing by the jurors of the Centennial Exhibition was not for fine drawings which could have been earned only by elaborate and painstaking copies from the flat, but for the more practical and useful features of Mr. Aborn's programme.

MUSIC.

The pupils of the Primary and Grammar Schools are taught music in a series of progressive lessons from the first to the eighth year. Step by step they receive appropriate instruction in theory accompanied with corresponding singing exercises. This course is continued one year in the High Schools and then their progress receives a serious check. At this point they are turned back to take their lessons with the new class just coming in from the lower schools. The next year and the year following the same process is repeated. They are thus somewhat ben-

effited by practice, it is true, but they are not advanced as their age and previous acquirements warrant. Their study of music as a science virtually ends when they enter upon the second year of the High School course, for the incoming class can do little more than they themselves did the previous year, a somewhat higher standard of attainment being allowed to each class from year to year as the result of growing interest on the part of pupils, and improved instruction on the part of the regular class teachers.

I do not see that there can be any remedy for this state of affairs but to divide each of the High Schools into at least two classes, the A, B and C being put in one, and the D in another. In this way one year would be added to the course. In time a further subdivision of the higher class would become practicable and so, in the end, our scholars would have a continuous and gradually progressive course in music from the primer to the diploma of the High Schools.

From 1869 to the close of the year, four lessons per week have been given to each of the High Schools—lessons of about thirty minutes each. For the sake of economizing Mr. Stewart's time in passing from school to school and in order that he might have more time for the supervision of the work of the lower classes and also to reduce somewhat the time given to music in the High Schools, which had grown beyond its due proportion, I found it desirable to give him only forty-five minutes twice per week in that grade. I trust that the change may not be found to work any disadvantage to the progress of the pupils in this delightful art, which while it commends itself, commends also the schools to the regard and admiration of the people.

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READING.

To learn to read one must first learn to know words when he sees them. To read to good purpose he must be able to get the sense of what he reads. Any one who can do these two things

is a good reader. He has gained the first and principal end of learning to read. With good sense, industry and zeal for learning, the world of science and literature is thenceforth open to him. Let me be understood, he may not so read that others understand him, he may, in fact be dumb, yet he has learned to read to good account. If, in addition, to this ability to know words when he sees them and to grasp the meaning of what he reads, he be able also to entertain and charm others by his reading, he is a good reader in another but not higher sense.

Our first objective point, then, in teaching reading, is to give the child that familiarity with words which will enable him to know them at a glance when he sees them. The second, is to cultivate a habit of intimate association of the thought with the words read, and the third is to train him so to speak the words that they will convey to others all that may be in them of thought or feeling.

The only way that a child may learn to know words when he sees them is to make himself familiar with them by much reading, but if the context of what he reads suggests the word, or if by frequent reading he learn the text by heart so that it is not necessary for him to see and recognize the word, the reading loses its value so far as the end here mentioned is concerned. He may repeat it over and over again with the book before him, but he gains no power to recognize the word separately or in a new connection. It is only by practice in reading new matter that he gains any advantage in this respect. Hence it is that we find pupils who can read even expressively, I should say repeat rather, anything to be found in their reader, but who cannot read a passage in history or in the newspaper though it contain no words other than those that are to be found in the reader.

To remedy this difficulty which is met with more or less in the case of every child, the Board, in the Course of Study adopted some years ago, provided that the reading of the Third

Term of the second, third and fourth years should be fixed at the discretion of the Superintendent, and for the four succeeding years that the "pupils may be encouraged with the advice and consent of the Superintendent, to subscribe for some periodical for young folks, and if a sufficient number of subscribers can be obtained the teachers may have reading exercises in the same once or twice per week instead of reading in the book prescribed for the grade."

In 1870-71 it was determined to put the Readers forward one year, and accordingly that year the Second Reader was put into the hands of pupils in their second year at school, and thereafter, annually, one more grade took the reader which was used in the next higher until the number of the reader came to correspond with the number of the grade. The very first year of the trial it was found that the pupils could with profit read more than the Second Reader, and so in the Third Term of the year—the last twelve weeks—a series of twelve papers were prepared and printed under the direction of Miss Keeler and placed in their hands.

The following year, 1871-2, the same was done for the pupils in the third year. Since that time, these papers have been published and used in the grades mentioned—the "Monday Morning" for the second year, and "Every Monday" in the third. This year, the publication was placed in the hands of Henry Holt & Co., of New York City, and the names were changed to "Monday Morning—First Series," and "Monday Morning—Second Series." Specimens of the papers are to be found at the close of this report.

When the changes which were begun as above stated, in 1870-71 had reached the classes of the fifth year, it was found that the Fifth Reader contained quite enough matter to occupy the attention of the pupils for an entire year, and therefore the reading of extra matter in the Grammar Grades was discontinued.

I omit any allusion to the second condition of good reading—the understanding of what is read—and pass on to that which is specially pertinent to the great want of our schools, a master of the art of reading and speaking—a trainer of the reading voice. In regard to this subject I may repeat what I have already said :

“Whatever our success may be in teaching pupils to read readily and with profit to themselves, there is that which is to intelligent reading what polished manners are to good morals. I mean a strong, deep and musical voice, flexible to every emotion, and an articulation that utters words ‘as coins newly issued from the mint, neatly and accurately struck by the proper organs in due succession and of due weight.’ That such a voice may be secured, in the case of a large majority of the children in our schools, by judicious and persistent cultivation, is beyond doubt. Mr. George B. Emerson, a man eminent in the educational annals of America for sagacity and moderation, says : ‘All the organs of the voice are more pliable and docile in the earliest years than ever after ; and whosoever has seen the effect of good teaching on children will admit that all the children in the schools might, under proper instruction, be made better readers, so far as distinctness of utterance and correctness of pronunciation go, at nine years of age than they are now at eighteen.’

“Fifteen years ago, in a report submitted to the Board of Education at Cincinnati, I was able to say that large classes of German children were trained in that city to pronounce the English language so distinctly and so purely as to put to shame classes of English children taught in other schools and by other teachers ; and my observation since that time has proved that excellence in this particular depends almost wholly upon the skill and efficiency of teachers. To this end, however, teachers themselves need the training of a thorough master of the reading voice, that their voices be round and smooth, and that their tongue, teeth and lips perform their proper office

in the pronunciation of words according to standard authorities.

“The author of ‘The Training System,’ Mr. David Stow, of Glasgow, said: ‘If we hope to have our children good readers and speakers we must not place them under untrained teachers, *however cheaply to be procured*, and afterwards, when spoiled by improper early training, send them to an accomplished elocution teacher to polish and gloss over all the inarticulate and uncouth sounds and manners they have acquired, and which have been formed into habits; but we must secure the best elocutionist that can be found for teaching and training teachers.

“‘What is our present practice? Why, we have an accomplished master, who, by means of natural good taste and long experience, has attained a high point in his profession; he takes what are called the advanced classes in reading, and we employ some untrained teacher for the younger classes, and when he has cut and carved and misshapen the materials, the finishing master gets the articles to repair and polish the best way he can.’ How nearly the practice of to-day and in our own schools corresponds with that of the English schools twenty years ago, I leave those to judge who know our schools most intimately. Whatever we would have the children of our schools to *know*, we must see that the teachers know *thoroughly*; whatever we would have the children *do*, that must the teacher be able to do *well*.”

CORPORAL PUNISHMENT.

The following is the rule on this subject as prescribed by the Board of Education :

“In inflicting corporal punishment (which should be resorted to only in case of extreme necessity, arising from flagrant and persistent disobedience,) no other instrument than a common rod or whip shall be employed, and all cases of such punishment shall be reported to the Superintendent, according to the form and requirements of blanks, to be furnished by him for the purpose.

The above rule was re-adopted in May last, in the exact language in which it was originally framed thirteen years before. The blank form for the required report was changed in 1870 so as to require a separate and particular account of each case. The following is the form referred to :

REPORT OF THE PUNISHMENT OF

.....(name).....(age).....(residence)

Date of punishment.....187

The teacher will please to write answers to the following questions :

1. For what offence was the pupil above named punished ?.....
2. What is his (or her) general character ?.....
3. What do you know of the home influence surrounding h ?.....
4. What other means have you employed for h reform ?.....
5. Were h parents duly notified of h conduct before you resorted to corporal punishment ?.....What was the nature of the response ?.....
6. Has ever been referred to the Principal of the District or to the Superintendent ?.....How many times ?.....
7. What was the result of the punishment ?.....

.....Teacher.

.....School.

From the foregoing statement it will be understood that teachers may resort to corporal punishment at their own discretion. The only consideration that acts as restraint upon any one is that her action in each individual case may be reviewed, and her mode of government and its result be brought into comparison with others.

What has been the influence of this change upon the order and discipline of the schools? The answer is *more and more favorable* from the very beginning and at each successive step of progress. I think that I may speak the more freely because I have at times expressed apprehension lest the change might

work some detriment to the schools, though yet encouraging it as a desirable thing, if possible. I have to confess that my apprehensions have been groundless, and that the experiment has been an entire success. I do not know what the result may have been had the change been made more suddenly, or if it had been attempted by a corps of teachers less able and judicious than ours; but coming as it did, we have marked nothing but improvement from the first up to the present time—improvement in every particular that concerns the welfare and usefulness of the schools.

UNCLASSIFIED SCHOOLS.

The establishment of this school under the rules of the Board of Education (See p. 16 Manual of the Schools) is an event well worthy of record. It bears a title as little obnoxious as possible, but it is designed for those whose influence is found to be pernicious to their associates, and who are incorrigible by those means of discipline which seem to be fit to be used in the schools at large. Its principal purpose is to guard the masses of children under the care of the Board from daily contact in the class room and on the play-ground with children whose example tends to corrupt every one about them, to protect the young and the weak from those whose domineering habits or violent tempers makes them unsafe companions.

It cannot be disguised that the street and home training of many boys is in crime rather than virtue, filthiness rather than purity, and parents have a right to demand of the community in assuming the education of their children that they be shielded from the influence of such as these. Some of them ought to be in the House of Refuge or at the Reform Farm, but commitment to these institutions is beyond the jurisdiction of the Board. To expel them from school and turn them upon the streets would be the very worst remedy that could be conceived of. There was but one thing that remained to be done.

The school was established in the first week of March, 1876, and for the remainder of the year the attendance was very small, but its influence was not measured by the number sent to it. In all the schools within practicable distance the effect was at once too evident to be disregarded by any one who may have doubted the policy of the movement. By referring to the report of Mr. Day, it will be seen that he recommends the founding of such a school on the West Side. I heartily concur in the recommendation. The salary paid the teacher of such a class cannot be looked upon as enhancing, by so much, the expense of the schools. Other teachers yet retain their full quotas, and I am not sure but that their numbers have been so increased as to more than compensate for the smaller size of the Unclassified School. The burden of two, three, or even half a dozen, orderly and well behaved children will not compare with that of one who comes to make all the disturbance he can.

THE CASE AVENUE SCHOOL.

The Case Avenue School was finished at the close of the school year in August last and in readiness to receive pupils at the opening of the current year. It is a plain structure without and within, imposing on account of its size, but not likely to attract attention on account of architectural display. The plan of building is, in most respects, like that of the Outhwaite, the most noticeable difference being found in the number and arrangement of stair-ways.

Engravings of floor plan and perspective will be found elsewhere. The distinctive features of this building may be stated as follows :

1. The windows, whence the principal light is derived, being placed in every case at the side of the rooms, there is, in the first place, more space for the windows ; and, in the second place, the pupils most distant from them are considerably nearer the light than they could be if it were admitted at the end.

2. The main light is, in every room, admitted at the left hand of the pupils. The shadow of the hand, therefore, in writing is never cast over the space to be written on. There is no necessity for shifting from side to side to get the light from the right quarter.

3. Every school is provided with a light and well ventilated cloak room located in every case on the right hand side of the pupils as they are seated facing towards the teacher's platform. The door of the cloak room which opens into the hall is provided with a lock having no knob on the outside. When the school is in session, therefore, there is no access to the cloak room except from the school room itself. By this means the clothing of the pupils is safe from depredation from without, which has been the source of great annoyance and of no little loss in the older school houses.

4. As the teacher stands at the door of her school room, she can at once command a view of cloak room and school room and of the entire hall, by which means the government of her own room and of the entire school is greatly facilitated.

5. The wall facing the pupils is unbroken by door or window, and thus affords a large space for a blackboard in an entirely open space most convenient to the teacher. The disadvantage of a window pouring its light directly into the eyes of the pupils and the inconvenience of a door at the back of the teacher are both avoided. The next most convenient blackboard is at the left of the teacher. Besides these walls every available space around every room has a coat of slating.

6. The four large ventilating shafts which together measure one hundred and forty-four square feet in horizontal section, being placed near the center of the building, are protected from the extreme cold which at times would render them valueless. It is only as the temperature of the air within these stacks is higher than that of the exterior atmosphere that they serve as ventilators. If placed at the outside they would frequently

serve only as great cold air ducts. The foul air of the school is drawn to these shafts through ducts lined with tin, leading from floor registers, each having a net capacity of one hundred and forty-four square inches. Wherever practicable, side registers are provided, by means of which the greater part of the ventilation is secured. The stacks afford eight square feet of section to each school room, but the average net capacity of all the registers of any one room greatly exceeds this measurement. The stacks are warmed by the cast iron chimney flues of the furnaces.

7. The building is warmed by steam, but instead of the radiators being placed in air chambers in the basement, or around the rooms, they are located under the windows, so that by means of a valve placed beneath the stone sill, air is admitted directly between the steam pipes into the room. In this way we avoid the difficulty sometimes met with in getting air to the room from chambers located at a distance, and at the same time we get it free from dust and other impurities.

8. The vertical pipes of the radiators are not arranged as those at Outhwaite and Tremont, so that the air can pass quite freely between them, but the pipes in each row standing opposed to the spaces between the pipes of the next row, the air is so obstructed in its passage that it is heated to a higher temperature than it would otherwise be.

Acknowledgment is due to the contractors, Messrs. Gries & Weile, for the heartiness with which they entered into any plan which promised to improve the scheme for warming and ventilating the building. The care with which they attended to every detail made success certain from the beginning.

The ventilation of this house is said by visitors and teachers to be perfect, but the careful analysis of the chemist detects a ratio of carbonic acid which is higher than it should be. The remedy is to heat the stacks to a higher temperature than we can get from the cast-iron chimney flues upon which we now

depend. There ought not to be less than three hundred feet of steam pipe in each one of them. The necessity of such a provision was foreseen and has been presented to the Board from time to time since the completion of the Outhwaite School. We ought not to be satisfied so long as any impurities remain in the air which is to be breathed by the children of our schools, if the application of any means known to science will remove them.

A TECHNICAL SCHOOL.

Our whole educational system, as now organized, comprises, first, Grammar and Primary, or elementary schools; second, secondary, or High Schools; third, one special school, the Normal; fourth, the Public Library.

The Grammar and Primary Schools provide that education which is necessary to all alike, without distinction of sex or condition in life, that knowledge and culture, which are indispensable in every pursuit and avocation, because they are essential to the intelligent intercourse of business and society.

Next come our secondary, or High Schools. Their functions are numerous. They must meet the wants of both sexes; prepare boys, and latterly a few girls, for college; fit some girls for the Normal School, and afford others the education most desirable for home and society. They must be finishing schools for boys destined to enter upon industrial and commercial pursuits, and all the while they have to shape their courses of study to serve the needs of those who are compelled to leave school in the first, second and third years of their attendance.

The attempt to meet so many and so incompatible conditions forces strange compromises, and the result is just what might be expected; the wants of no class are met, with but a single exception. Boys fitting for higher schools are well prepared for Harvard or Yale, and hence for any other institutions of that class. It is quite natural that their demands should be fulfilled, since the requirements for admission to these places of

learning are fixed by themselves, and failure to meet their requirements would be demonstrated too plainly to be overlooked by the patrons of our schools. Pupils who are fitting for college know just what they need, they must have it, and therefore the High Schools come to their terms.

The next more favored class is the girls. For the duties of the home, for the demands of intelligent society, the requirements are not so well defined. Hence they and their parents are satisfied with that measure of discipline and culture which may be derived from the study of the outlines of many sciences; a glance through English literature, and perhaps the study of German or Latin. Though one might stop to question the real adaptation of this course to their needs, yet the list of graduates would seem to show that it is better fitted for them than for the boys; or perhaps it shows rather that they are more willing to take what is given them than the boys are. From two of these schools of which we have the count, the Central and the West, there have been graduated nearly twice as many girls as boys. The ratio is about thirteen to seven.

Between the uncompromising demands of the "classicals" on the one side and the girls on the other, the great mass of the boys seem to have been "left out in the cold." This becomes more apparent from an inspection of the list of graduates, which shows how far the schools have fallen short of any adequate instruction in those sciences which underlie the industrial arts and trades; how far the spirit of these schools is from that spirit which should pervade institutions that are, or pretend to be, designed for the artisan as well as for the professional man and the merchant. About fifty per cent. of all the graduates now living, and whose business is known, are clerks, salesmen, book-keepers, or merchants; about twenty-five per cent. are professional men; and of the remainder not more than one or two per cent. are engaged in pursuits for which the mathematics and natural sciences could be considered as any material

part of their preparation. It is probable that the professional men come generally from among the classical students, and the merchants, with some exceptions, from among those who pursued a more miscellaneous course.

For the men who have gone into the mechanic arts, we have as a general thing to look among those who have left school in the first or second year after admission. If we were to inquire of them we should, of course, find that some had left because they were disinclined to study, some because their parents could not afford to let them remain at school; but I have met with others who are of a still larger class that left because, as some of them put it, their studies led "nowhere." They did not appreciate the arguments urged for mere culture, and it is no wonder they did not. There is a difference of opinion among those who might be supposed to be a unit on this question, the friends of the classical instruction themselves. If a vote were taken among them it is quite doubtful on which side the majority would stand, if the question were as to its usefulness as compared, say, with abstract and applied mathematics, chemistry and physics, to men outside of the professions and of merely literary pursuits.

It is for this large class, and for yet more, who now never enter the High Schools, that we should, if possible, make some adequate provision in our course, so that they may be taught those branches of study which underlie almost all the industrial arts and scientific pursuits in which they are likely to engage. It is true that almost all the sciences needed already have their places in our curriculum; but, even those to which we give the most attention are pursued only for the purpose of giving the pupil a sort of "literary acquaintance" with them. Nothing more than the technicalities of Algebra are taught, with a few illustrative applications. Its power as an analytic science is scarcely dreamed of by the scholar. Its application to geometry is barely recognized, and hence geometry stops short

of the conic sections, the geometrical treatment of the subject having been generally abandoned in American schools as elsewhere. Neither Algebra nor Geometry is carried persistently into the study of mechanics or any other department of physics. How little, therefore, our pupils know of physics may be readily imagined. Descriptive geometry is not touched, nor do I know that the pupils ever heard of the existence of such a branch of mathematics till they came to learn something of projections in drawing. Chemistry is not carried far enough for its practical applications to be understood, and even the method of teaching it is unavoidably defective on account of the limited facilities we have for individual instruction. Far more time should be given to instrumental drawing than is now possible. Could more time be given it, it might be made to include machine drawing, plans, decorative drawings for stone work, windows, portals, etc., etc., etc. In all these branches our work stops short of that point at which young men can see their practical bearings. Is it to be wondered at, then, that in twenty years we have turned out only six* graduates who have gone into any of the industrial pursuits which have as their basis the mathematical and physical sciences? If we wish to find the old pupils of the High Schools who are engaged in the laboratories, the civil and mechanical engineers' offices, architects' offices, in the management of industrial establishments, as foremen in the workshops, etc., etc., we must expect to find them among those who left school soon after entering it, as soon, indeed, as they saw that the schools were not planned to help them on their way.

If now a course of study could be introduced into our High Schools; or better yet, for reasons which are clearly demonstrable, if the third High School could be superseded by a school having for its distinctive purpose the preparation of our boys for apprenticeship in the building arts and trades, in furniture and machine shops, in the office of the architect, of

*One of the six is a builder, two are surveyors, and three are druggists.

civil, mechanical and mining engineers, in the multiplied industries where the decorative arts are employed; and, if parents could see that, with the advantages which their sons would have at such a school, a comparatively short apprenticeship would lead them, if honest, industrious, and of fair ability, to positions as heads of shops, foremen, superintendents, and masters, is it likely that those of average intelligence would be willing to forego the future interests of their boys for the sake of the little earnings they can make in mere youth?

In such a school young men would learn to look upon labor not with sentimental consideration for its usefulness, a "poor thing" sort of respect for its industry, nor with merely conventional admiration for its conquests in the material world, but with sincere regard for the scientific attainments of the truly intelligent workman. It has been alleged, and it is to be feared that there is some truth in the charge, that the High Schools beget an aversion to what the world, through habit, calls "the lower forms of industry." If this be so, it is high time that we erect in those schools, as elsewhere, altars to "educated labor."

Our schools, both elementary and secondary, are essentially literary schools. They look to the culture of the mind. They are designed to give men "a knowledge of themselves and of the world." It is readily acceded that this is the true education, and that as a basis for the special study of the sciences it is invaluable, but those who are going to the trades either don't understand the value of the culture or can't spend the time required for such elaborate preparation. Hence they quit school with neither culture nor a practical knowledge of those branches which are at the very gateway to any considerable success in the pursuits to which they intend to devote themselves. They are therefore condemned, at the outset, to plod as artisans of the lower class, or if, through the force of genius or the impulse of ambition, they attempt to rise higher, they lose time in the race when brought into competition

with men who have been educated for their business. The more lucrative positions in our workshops are not for them. The effect of this neglect to give the mechanic the education he needs and which he would take, upon the future status of American workmen, can easily be perceived. Beyond reading, writing, and arithmetic the father does not see the value of education unless, as he says, he intends to send his boy to college. Being satisfied with a very moderate knowledge of these, he takes him from school without education in any proper sense of the word. But if for literary culture there could be substituted a knowledge of the sciences which he knows to be necessary, and of daily use in the machine shop and the factory, and by the aid of which he sees others rise, he would strive to keep his boy at school that he might give him a better start in life than he himself had. The masses of workingmen would thus, in time, come to be better educated and better qualified to perform intelligently their duties as members of society and as citizens of the State. This has been the uniform result of providing such instruction elsewhere, and such it would be here.

I regret exceedingly that I cannot adequately represent what is done in this direction—the education of men with reference to their avocations in life—in other States and countries. A sufficient treatment of the subject would exceed the proper limits of such a report as this. It would involve a review of the educational systems of many States, from the humblest trade schools up through grade after grade till we reach polytechnic universities, which are the admiration of the world. A satisfactory account of the scientific schools of even one such State would be impossible, and we have more than a dozen before us, each having features that deserve attention.

It would be well worth while, also, to call for testimony in regard to the usefulness of such education. We should find that all classes of adepts, intelligent artisans at the bench and

loom, master mechanics, proprietors of great manufacturing establishments, boards of trade and chambers of commerce, whose interests it is to promote one species of industry or another in their own localities, men especially trained in the industrial sciences, and, finally, representatives of the highest culture which the universities proper and the literature of the world can afford, have united in testifying to the necessity of instructing mechanics and artisans of every class in the sciences which underlie their pursuits. Finally, I would like to summon hosts of reliable witnesses, who are ready to answer at call, and who would testify to the happy influences of the discipline and instruction to be obtained in technical schools—both upon the prosperity of the State and the social condition of the people.

But though the present occasion does not seem to demand or justify my bringing these points before the Board with a completeness which would be satisfactory to myself, it would not be well to omit some account of what is doing in foreign countries for the education of youth for the trades and pursuits to which they must devote their lives. The example of others has not ceased to be of value to us, however exceptional our case as a nation may be.

We will, then, take the case of a republic such as ours, Switzerland, though very many states of Europe rival and even excel her in completeness of provisions for the education of the people. I take it because, in the light of its example, it cannot be said that though such things are possible under a monarchical government they are not possible in a free state.

I will try to give in a few paragraphs an outline sketch of the schools of one canton, the canton of Zurich, as a fair specimen of the whole. Though it is, no doubt, a very favorable example, it is yet a representative. "It is not unique," as Matthew Arnold says in his "Schools and Universities of the Continent." It has, in all, about 260,000 inhabitants, not

twice the population of Cleveland, scattered over a territory of about 650 square miles.

It must be remembered, in reading this account, that it is given to illustrate a principle which belongs to an advanced stage of education, the principle that different kinds of education are suited to different objects in life. It is not designed to afford a copy from which we may take pattern in remodeling our system of High School instruction. It would, in fact, be impossible for us to find anywhere an exact counterpart to the school we need here in Cleveland. But if the principle be adopted, we shall be able to work out a plan for ourselves exactly suited to our wants.

The system begins with the communal school, which receives children at six years of age, and where they all remain till they are thirteen. But they are compelled to attend school till they are sixteen. Unless, therefore, when they leave the communal school they enter one of the three to be mentioned further on, they have two courses open before them: either they attend the "finishing school," a department of the communal school which they are required to attend eight hours per week, generally two mornings of four hours each; or, if they cannot spare even so much time as this they must attend the "singing school" one hour, and a school for religious instruction one hour and a half per week. One of these two courses is obligatory, from the age of thirteen to the age of sixteen, upon every child who does not go to some higher school, and it is significant that about one-half choose the eight hours per week in the finishing school, rather than the two and one-half hours per week in the singing school. The girls are taught needle work during the first three years in the communal school, that is, from six to nine years of age, and again when they leave this school at thirteen they attend a special school where they are taught the higher grades of needle work eight hours per week, that is, from thirteen to sixteen. Of this class of special schools there were,

in 1864, 322 in the canton. But neither the "finishing school" nor the "singing school" is the proper extension of the elementary or communal school course, though the law accepts it for those who can do no better. The proper extension is the higher popular or the secondary school. This school is of a grade somewhat lower than our High Schools, admitting pupils at an earlier age (13), and having a course of three years, but the course is more practical, and, within the prescribed limit, more thorough than ours. For these secondary schools, the canton, having as we have seen, 260,000 inhabitants scattered over a territory of 600 or 700 square miles (half as large again as Cuyahoga county), is divided into fifty-seven secondary school circles, in each of which a secondary school is maintained. Many of the schools are very small on account of the sparseness of the population, but in all of them there are 2,398 scholars and seventy-four teachers. In the capital city, Zurich, where there is a population of 18,000 or 20,000 inhabitants, this secondary school has its home in a building noted for its architecture. As in our own High Schools, the girls here have the majority, there being 250 of them to the boys' 150. We shall see, however, at the next step that the girls here outnumber the boys, not because the boys drop out of school before the course is completed, but because they are still better provided for elsewhere.

The child who, after completing his thirteenth year, goes neither to the finishing school nor to the singing school, nor yet to the secondary school, has still three years of compulsory school attendance before him. But such a child must *more than satisfy this obligation*. At twelve he goes to the gymnasium, where the course lasts *six years and a half*, or to the *Industrieschule* as the Real-school is called at Zurich, where the *course lasts five years and a half*. In these schools, which are cantonal schools, the number of boys is sufficiently re-enforced to more than make up for their minority in the Secondary School. In

the Gymnasium they study the classics. In the Industrial School the classics are entirely set aside for the industrial and business lines, as they are called in the Swiss law. For the first three years the course of study is obligatory on all alike; for the remaining two or three years the lessons fall into three groups, "the mechanical line," "the chemical line," and "the business line." In these upper classes special provision is made for young men who have left school and who are following occupations for which these lessons are useful; provided, of course, that they be properly qualified for profiting by them.

As the crowning glory of the Swiss system, there is the Federal Polytechnic school, also located at Zurich. It does not lie within the province of this report to notice this institution either as to its buildings, costing over \$500,000, or its programmes of studies, exhaustive in all the arts and sciences that pertain to the development of the physical resources of the world, but I feel that the Board will pardon me for quoting a few paragraphs from what is said by Mr. Russell of the spirit which inspired the people of Switzerland when they laid the foundations of this magnificent institution. He is speaking to the English people and we have only to listen to what he has to say to them. The school, as I have said, is that of the entire State, and from its magnitude it is an appropriate enterprise for a State, but it would be well if the same devotion to the cause of country might inspire us, though our resources may not enable us to follow their example.

[NOTE.—This one Gymnasium and Industrial School, though they compare favorably with our colleges and scientific schools, are not all the schools of this class supported in this one canton of 260,000 inhabitants. About as far from Zurich as Bedford is from Cleveland, is the town of Winterthur, a small town of about 8,000 inhabitants, which thrives by its manufacture of muslins. This town is entitled to all the advantages of the cantonal schools at Zurich, but it prefers to support schools of its own, and at its own expense. The school building of this small place "rivals the municipal palaces of Flanders and Italy." Besides the elementary schools there is a Secondary school, an Industrial school, and a Gymnasium, all built within the last twenty-five years at a cost of not less than half a million dollars.]

“There were no places in that institution to be given away. What they did, on the contrary, was to search the annals of pure philosophy and applied science, for the names of those men who were best known for science, skill, and love of teaching; and these men, from every country, they selected and entreated to come and teach their children, considering only how they could best make it agreeable and convenient to them to become the teachers and patterns of Swiss youth.

“When I say that the Swiss were profuse of their wealth for the foundation of this cosmopolitan university, I say a great deal more than these words will seem to imply, when they are read in England. We are a wealthy, profuse, and even, as some think, a wasteful people. The Swiss, on the contrary, lead a hard working and sparing life—frugal even to the extreme—we might call them niggardly or penurious; but though their personal wants are so easily satisfied, such is their patriotism, and such their love for the well-being of the community in which they live, that to a stranger's eye they might seem extravagant or wasteful. Their common schools are mansions; their academies have the air of town halls. The Polytechnicum at Zurich is larger than Buckingham Palace. Even physically, therefore, or materially, it is a model institution, while morally it teaches us this lesson: That there is one nation in the world sufficiently disinterested and patriotic to save money by extreme self-denial, in order to lavish it with profusion upon the intellectual training of the rising generation for the practical duties of citizenship. This self-denial, generosity, and large wisdom have been fully rewarded by the issue. The youth of the country have flocked with avidity to Zurich, and the young men thus trained are, with equal avidity, taken out into the public works and manufacturing institutions of Switzerland; and, whether it arise from this cause or some other, it is an astonishing fact that the Swiss, remote from the sea, that highway of merchandise; remote from coal and iron, those staples of our manufacturing

industry ; the Swiss, in their far valleys, are rapidly growing a dexterous and successful manufacturing people.

“From us they have taken our Coventry ribbon manufacture ; from Lyons they have appropriated a large portion of their famous silk weaving ; in watches and clocks they have long kept the rest of the world going ; and their intelligent, educated, skilled men are prized all over Europe.”

They are to be found in all the great workshops of the world. Is it strange, therefore, that every country in Europe should have its representatives here ? Even America, our own city indeed, by sending many of its sons to be educated there, pays its tribute to the far-sightedness and patriotism of the Swiss people. Mr. Arnold says of this canton :

“I can well understand that M. Baudoin, who was sent by the French Minister of Public Instruction to see the schools for the middle and trading classes in countries which have any such schools to show, and who has published an elaborate and invaluable report of what he saw, should have imagined himself in Paradise when he came to Zurich, and should have thought no words too strong to express his admiration.”

The relation of the two lines of schools which are open to Swiss youth is so intimate that I could not well have spoken of the Secondary and Industrial schools without some allusion to the Elementary schools and the Gymnasium. But the mention of the latter will serve to show that mere industrialism has not possessed the minds of the Swiss educators. Were there any thought of this kind, however, reference to the three complete universities of Basle, Berne, and Zurich would entirely remove the impression.

On the other hand, it ought not to be inferred that the scientific instruction of the youth is confined to those schools which together make up the chain from the Elementary to the Polytechnic. The Technical Institute at Lausanne, established by an association of public spirited citizens of the canton of

Vaud and of the commune of Lausanne, for the education of engineers, mechanicians, chemists, and architects in the French cantons of Switzerland, has a very high reputation for the thoroughness of its instruction. Admission to this institution cannot be had under seventeen years of age, and requires a more extensive knowledge of mathematics and the physical sciences than we give to the graduates of our High schools.

But these lower and higher schools by no means complete the list. There are schools without number which are sustained by the communes for the instruction of young men and girls in the rudiments of the sciences that underlie the particular trades of the several districts. There are industrial schools for girls to prepare them for teaching or a commercial career; there are industrial evening schools completely organized and sustained from year to year, as for instance, one in Geneva has three divisions, each of which is carried through a three years' course of study which embraces, in the first division, Physics, Geometry, Drawing, Ornamentation; in the second division, Algebra, Chemistry, Industrial Drawing, Bookkeeping; in the third division, Natural History, Political Economy, Mechanics, Perspective, Chemical Experiments. The instruction hours for this particular school are from six to nine in the evening. Then there are special schools sustained by the cantons or communes, or both conjointly, for the teaching of the trades themselves; as for instance, schools for watchmakers, weavers, drawing and wood-carving, etc., etc.

Such is the education which is provided by the people of Switzerland for their children. It is not an old system with its roots planted in remote ages and developed by slow and tedious processes. Since the establishment of our High Schools here in Cleveland, it has been, we may fairly say, created.

I might, almost as well, have taken some of the smaller States of Germany, Wurtemberg, Nassau, Hanover, or the entire Kingdom of Prussia, as almost covered with networks of institutions

perfectly organized and specially designed for the instruction of all classes and divisions of society, high and low, children and adults, embracing every kind of occupation and aiding every branch of industry. And again, in absence of these, I might refer to the example of France, Belgium, Holland, Denmark, Norway, Sweden, and even Russia. Some of these nations have systems of elementary schools which know no superiors, and their whole population is educated and intelligent; in others, as in France and Russia, the masses are uneducated, but even their example might be quoted as having, in various degrees, made provision for the instruction of different classes of workingmen and women, some of them for all classes of artisans alike, some restricting their attention mainly to those who are engaged in the particular industries upon which the prosperity of the several localities is supposed to depend most directly.

All the States that I have named provide alike for the education of the men who are to take the lead in civil and mechanical engineering, architecture, chemical works, manufacturing, etc., etc., and hence all, without a single exception, have one or more completely organized polytechnic schools having large corps of professors and museums of art and industry more or less extensive. In addition to this higher education, almost all the States named provide particularly also for the education of artisans and tradesmen of the middle class, in schools corresponding to our High Schools, where Chemistry, Physics, Mathematics, Drawing and History are all more thoroughly and practically taught than here, besides one or two of the modern languages. Some States, in addition to the higher schools above named, have others still for the instruction of all their artisans in the elements of those sciences which are most necessary in their particular trades and callings. Where the lower classes of schools exist, the way is open to all who can pass the required examinations even into the polytechnic school.

Several States of the continent of Europe, which might have

been taken for illustrations as well as Switzerland except for the fact that her government is republican, have been mentioned. To show that this is no exaggeration, I will submit a merely statistical view of the system of industrial education of a small State seldom heard of in this country.

Wurtemberg is a little larger than the Western Reserve, and has a population less than half of that of the State of Ohio. Connected with her Primary Schools, which correspond to our Grammar and Primary grades, there are six hundred and ninety-one evening schools, intended for further instruction in those branches of study which find special application in practical life. For such evening schools as we have here and in other cities she has no need, for all her youth are taught Reading, Writing, and Arithmetic, before they come to the age of confirmation.

In her Real Secondary Schools she has more than three thousand pupils. The scientific course of these schools is very considerably higher than that of our High Schools, and includes a limited study of Latin and of at least one modern language. The Gymnasia take care of those who are given to the special study of the "humanities."

Besides the education which is to be had in these Primary and Secondary Schools, (Grammar and High Schools, as we call them,) the State also provides for the special education of her people in 3 Teachers' Seminaries, with 230 students and 23 teachers; 1 Great Technical University, with 49 teachers and 468 students; 1 College for the Building Trades, with 26 teachers and 578 students; 108 Higher Grade Schools, with 425 teachers and 8,264 pupils; 1 Academy of Agriculture and Forestry, with 123 students and 21 teachers; 523 finishing farming schools, classes, etc., attended by 12,040 persons; 1 School of Art, with 8 teachers and 55 pupils, and, finally, 1,450 Industrial Schools, with 52,157 pupils.

What have we to correspond to all this? Almost nothing.

The Polytechnicum, the College of the Building Trades, etc., are beyond our reach, unless there be found men who are able and willing to build up and endow them. Should it occur to any one, or to any company of public spirited men, such as those who founded the Technical School at Lausanne, in Switzerland, or at Worcester, Massachusetts, they would benefit this city and the State more than by the endowment of half a dozen colleges. There are colleges enough in the Western Reserve—more than enough, but not one special school for the teaching of those sciences upon which the development of our industrial resources must depend, more and more every successive year.

It is not, however, to the establishment of such schools that I wish to call the attention of the Board. It is a lower grade of schools which we sorely need, and which we would need only the more if the great Polytechnic University of Zurich were at our very door. For without the lower schools to feed it, the Polytechnicum could not live. The re-organization of our High Schools on the east side of the river, which the Board of Education has determined upon, affords us an opportunity to establish just such a school as we most need, and that, too, without necessarily enhancing the current expenditures for school purposes. The responsibility of the decision for the better or the worse is thus thrust upon us and can not be put aside for a more convenient season.

Our High Schools could not well be anything else than what they are, considering the circumstances under which they were established and under which they have grown up. At first they were but the consolidated higher classes of the three or four senior schools then existing in the city. They were thrown together into the basement of a church and taught for some years at an expense hardly exceeding \$1,000 per annum. They labored under every discouragement incident to such undertakings. They met with bitter opposition, which made the first decade a struggle for mere existence. At that time to have

planned a diversity of departments, one looking to the preparation of boys for college, another to the education and training of teachers, and yet another for the industrial pursuits, would have led some, at least, to serious thought of consigning the schemer to the asylum for lunatics already established at Columbus. They, in that day, did what they could under difficulties of which we can form no adequate idea. The founders of our High School at so early a day that it was supposed to be the first established west of the Alleghenies, are worthy of all honor.

But now that the little school in the basement has grown into three, and hundreds are attending them for the tens that were first admitted, it cannot be a matter of congratulation in the future if we exhaust ourselves in the building of a house "with all the modern improvements," and put into it only "a school of forty years ago."

The history of education is full of interest and has its lessons for us to-day, and the greatest of these lessons is, that our educational institutions are only in the first stages of development. That the schools have been perfected as they have been planned is a source of just pride. So far as they go, they are doubtless worthy of the high reputation which they have won. In comparison with the same grade of schools in this or any other country I believe they have no superiors and but few equals. I feel myself constrained to say as much, having also to say that when we claim that our system of education for the people is complete, as we often do, we only expose ourselves to the just ridicule of intelligent foreigners.

In education, as in every other matter of human interest or concern, progress is marked by successive adaptations of means to ends. There is no progress except by the correction of one mistake after another. In the savage state every individual makes his own simple instruments of industry or war. Here the education of all is alike. In the half-civilized state we find some division of labor and corresponding changes are made in education. In the progress of civilization, the series of differentia-

tions seems almost infinite. Education or instruction rather, including apprenticeship, varies to meet the demand.

Apprenticeship, or the learning "how to do things" by many repetitions, is in many trades a thing of the past. Machines of wood and iron are superseding the mere human machine. They are swifter, more accurate, less expensive than he, and above all, they are absolutely tireless. Unless now the workman becomes the master of the machine through a knowledge of its principles, and of the powers that move and direct it, it puts him down. He becomes its slave.

I have said nothing of the question of social and political economy which lie at the root of the whole matter, because our people are quick enough to see how such an education will bear upon the condition of the people and the prosperity of the nation. It is sufficient to say that with scarcely an exception, if indeed there be an exception, those states which have given attention to the industrial education of their people have been driven to do so by the competition of neighboring states. The precise period at which each one commenced the revolution might be pointed out and the considerations of self-interest which led to it in each case would be apparent enough even if it had not been broadly confessed. Even to-day, England is passing through just such a peaceful revolution, but it was not till she saw other states of Europe competing successfully for the markets of the world in what she looked upon as her own specialties, her workshops permanently closing one after another, and work becoming scarce while bread was growing dearer, that she began to awaken to her true interest. If it were policy, it would hardly be safe for us to wait for a like experience; it might go too far.

Wilhelm, brother of the great Alexander von Humboldt, pronounced a sentiment which has inspired many nations, and which ought to have weight with us in the administration of all educational affairs. He says: "The thing is *not* to let the schools go on in a drowsy and impotent routine; the thing is to

raise the culture of the nation ever higher and higher by their means." To reach the great masses of people as we ought to do, we must give them the instruction which they most need, instruction which will aid them in the work they have to do. Education will come through such instruction, and what is called culture will follow.

THE NORMAL SCHOOL.

I have no need to speak of this institution further than to call attention to the very complete and excellent report of Mr. Forbes, the Principal. His definition of the proper office of the school is clear and just. The end and aim by which alone its existence can be justified, is not to profit the fifty young ladies who receive instruction therein, but the thousands and tens of thousands of children who in the future are to come under their care. It must follow, therefore, that it is the duty of the Board of Education to see to it not only that they receive the proper instruction and training, but that they be such only as have all desirable natural endowments to the end that they may become competent educators of the young.

HIGH SCHOOLS.

The special reports of the Principals of the Central and East High Schools are well worth the consideration of the Board of Education. In addition to these reports I need only to present a summary of such items as may be of common interest.

The entire enrollment, the number of withdrawals, and the number remaining at the close of the year in each school, including the West, from which we have no special report, is as follows :

	REGISTERED.			WITHDRAWN.			REMAINING.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Central ...	138	233	371	31	44	75	107	189	296
West.....	82	83	165	24	22	46	58	61	119
East	49	35	84	12	2	14	37	33	70
TOTAL...	269	351	620	67	68	135	202	283	485

The average number of teachers employed, taking no account of the time given by the special teachers of Drawing and Music, was, in the

	MEN.		WOMEN.		TOTAL.
Central.....	4	.....	6¾	.....	10¾
West.....	4	.....	2	.....	6
East.....	2½	.....	1	.....	3¼

The attendance in each School for the several months of the year was as follows, viz.:

	CENTRAL.		WEST.		EAST.
September	348.2	.....	150.4	.....	77.1
October	341.5	.....	153.0	.....	78.3
November.....	341.1	.....	148.7	.....	76.5
December	328.3	.....	139.0	.....	72.2
January	313.8	.....	131.2	.....	69.4
February	312.3	.....	126.9	.....	71.4
March	303.1	.....	119.3	.....	73.5
April	300.1	.....	118.4	.....	68.7
May.....	292.9	.....	115.8	.....	69.0
June	284.7	.....	116.7	.....	68.3
AVERAGE FOR YEAR,	315.5	.....	131.6	.....	72.4

In the absence of a report from the Principal of the School, I append a list of the Graduates of 1876—an exceptionally able class:

CHARLES ELISHA BARR,*	ALBERT CHARLES PRETZER,*
CHARLES HORACE BENTON,*	GEORGE CRAWFORD SMITH,*
CHARLES MASON BROWN,*	FRANK HAMILTON SPENCE,*
HENRY HALLER MITCHELL,*	MINERVA LAUER,
CHARLES ANDREWS MITCHELL,*	ARLETTA HALL ROOT,*
MANSFIELD MONROE MOWER,*	HATTIE SIBYL SPROUL.*

THE REPORTS OF THE SUPERVISING CORPS.

Through the aid of my esteemed associates in the work of supervision I am able to present a more complete report of the state of the schools than at any former period; and it is not unfitting that in this centennial year we should set forth the pres-

* Four years' course.

ent condition of our educational affairs as fully as possible, that our successors may have ample data whereby they may justly estimate the progress of the future.

Mr. James and Mr. Day both call attention to the defective ventilation of the smaller and indeed of some of the largest and most expensive school houses of the city. The attention of the Board can be called to no more important subject. In the case of the large buildings, erected from 1865 to 1872 the remedy must be an expensive one, but the condition of health surely ought to be satisfied in behalf of the little children in our schools. So long as we neglect the plainest precepts of common sense and confine them in an atmosphere too repulsive for a stout man to breathe for ten minutes if he can possibly escape from it, we shall be responsible for many a vacant chair in the family circles of the friends of our common schools—friends still and not enemies, only because they themselves do not yet understand that their children are daily breathing an atmosphere in which float germs of disease as perceptible to the eye of science as motes in the sunbeam are to the eye of the common observer.

CONCLUSION.

It would seem to me unnatural to close the report of a year which has brought more than its usual share of labor and anxiety, without an acknowledgment of the unfaltering support in the performance of our duties which has been given to my associates and myself by the Board of Education and by the people. The public press must have forbore many times to criticize the policy of the schools from a conviction that public animadversion on their faults would tend to weaken their influence rather than because there was nothing in their management to condemn. I desire to express my thanks to the teachers of the schools for the hearty good will which they have, on many occasions, shown toward myself, a good will which is of no public significance except as it tends to show the spirit with which they

meet frequent and severe exactions of duty. The gratitude of the people is due to them for such co-operation with each other and with the supervising corps and with the Board of Education, in the interest of the schools, that they have seemed utterly reckless of their own. No sacrifice in their behalf has been so great that it has not been met with alacrity.

Respectfully submitted,

ANDREW J. RICKOFF,

Superintendent of Instruction.

Office of Public Schools, Nov. 1, 1876.

REPORT OF THE SUPERVISING PRINCIPAL OF THE FIRST DISTRICT.

ANDREW J. RICKOFF, Esq.,

Superintendent of Instruction:

SIR:—I desire to submit the following report on the school accommodations of the First District.

This District comprises that part of the city lying east of Perry and Muirson streets, and contains twenty-five independent schools. The following table will give their names, the number of school rooms, the number of sittings, the number of pupils, and other information of interest. The statistics are from the September report of the current school year:

SCHOOLS.	NO. SCHOOL ROOMS.	NO. RECITATION ROOMS.	NO. TEACHERS IN CHARGE OF ROOMS.	NO. SPECIAL TEACHERS NOT IN CHARGE OF ROOMS.	NO. UNOCCUPIED ROOMS.	NO. SITTINGS, (Occupied and Unoccupied.)	NO. PUPILS ENROLLED.	NO. VACANT SEATS IN OCCUPIED ROOMS.	GRADES REPRESENTED.
Alabama	9	1	0	.0	10	504	0	.....	None.
Bolton	4*	1	6	.8	0	211	280	27	A Gr. to D Gr.
Case	20*	2	16	.8	4	1184	950	28	C Gr. to D Pr.
Charter Oak..	2	0	2	.0	0	118	121	3	B Pr. to D Pr.
Crawford	1	0	1	.0	0	41	33	8	B Pr. to D Pr.
Dunham	1	0	1	.0	0	54	48	6	B Pr. to D Pr.
Euclid	5*	1	3	.2	0	245	125	22	A Pr. to D Pr.
Fairmount ...	4	0	4	.0	0	220	187	39	A Pr. to D Pr.
Garden	3	0	2	.0	1	186	111	12	A Pr. to D Pr.
Independ'nce	1	0	1	.0	0	37	34	3	B Pr. to D Pr.
Kinsman	2	0	2	.0	0	117	96	25	A Pr. to D Pr.
Lovejoy	2	0	1	.0	1	98	35	14	A Pr. to D Pr.
Madison	2	0	2	.0	0	122	111	14	A Pr. to D Pr.
Marion	2	0	1	.0	1	60	16	9	Unclassified.
Mayflower ...	23*	1	21	1.8	2	1280	1062	111	B Gr. to D Pr.
North	10*	0	9	.0	1	514	431	27	C Gr. to D Pr.
Outhwaite .	24*	2	24	2.6	0	1330	1184	176	A Gr. to D Pr.
Quincy	2	0	2	.0	0	120	82	38	B Gr. to D Pr.
St. Clair	18	0	17	1.2	0†	1029	842	146	A Gr. to D Pr.
South.....	2	0	1	.0	1	120	60	3	C and D Pr.
Sterling.....	24*	1	24	2.6	0	1377	1189	209	A Gr. to D Pr.
Union Mills..	3	0	2	.0	1	158	83	28	A Gr. to D Pr.
Walnut	12*	1	11	.0	2	639	561	26	A Gr. to D Pr.
Warren	10*	0	9	.0	1	585	537	30	D Gr. to D Pr.
Woodland.....	2	0	1	.0	1	90	35	9	B Pr. to D Pr.
TOTAL.....	188	10	163	10.	26	10439	8213	1013	

*Including rooms in relief schools.

†One school room used for German recitation room.

It will be seen that these twenty-five schools contain 188 rooms, not including recitation rooms; that 173 teachers are employed, of whom 163 are in charge of rooms; that there are 8,213 pupils in attendance; that there are 25 unoccupied rooms in the district, and that 10 of these are in the Alabama School.

In the occupied rooms there are 1,013 vacant seats. Of the relief houses, by which term we designate the small two-room buildings on the same lot with a large one, Bolton, Case, Euclid, Mayflower and North, have one each ; Walnut, two ; and Outhwaite, Sterling and Warren, three each.

The Alabama School was intended originally for the accommodation of all that part of the city lying north of Euclid avenue and east of Muirson street. For this purpose it was conveniently located. It has sufficient room to accommodate five hundred pupils. But the erection of the St. Clair and Case Schools, both large and first class houses, so near, makes it no longer necessary, nor is it likely that it will be needed for many years to come. Although the Fifth is a populous ward, it is not one whose population is increasing rapidly, and as a large part of the children attend church schools, the demand for room will not soon be pressing. The St. Clair School, which has now one vacant room, has maintained about the same size from the time of its first occupation. At the Case School there are two unoccupied rooms and two more in the relief building on the lot. These rooms will undoubtedly be sufficient for the increase in Case and St. Clair several years to come. When the vacant property between Superior street and Euclid avenue is occupied, more school room will be needed, but this not likely to occur for some years, and when it does, the room will be wanted much farther south than St. Clair street and as far east as Sterling avenue or Lawrence street. In my judgment the old building at Case should be removed to another part of the city, the relief building retained on the lot and the Alabama house and lot be sold.

I wish to express my entire satisfaction with the new Case School building. Of all the school houses I have ever seen, I think it the best adapted to its object. The rooms and halls are large enough and their arrangement is admirable. The furniture is excellent and the blackboard surface ample. The house has

been put up in a substantial and workmanlike manner. It can be quickly and thoroughly warmed; every room and hall, including the basement, receives light in abundance, and from the proper direction; and in the matter of ventilation it is the most complete of any public building of which I have any knowledge. It seems to me that hereafter, whenever the Board of Education desires to construct a building of eighteen rooms, it would be well to adopt the plans and specifications of this building. The money ordinarily paid to an architect would thus be saved, and we should be certain to have a most excellent house.

The Bolton School has two rooms and a recitation room in the East High School building, together with two rooms in the relief building on the High School lot. It receives most of the pupils of the Sixteenth and Seventeenth Wards, with some from the eastern portion of the Fifteenth. The school is centrally located, and though, on account of the great size of the district, many pupils are compelled to travel a great distance to reach the school, probably no more convenient location could be found in that part of the city. There is need, however, of more school accommodations here. No new room has been furnished the Grammar School since East Cleveland was admitted into the city four years ago. At that time the highest Grammar class was seated in the High School room, and the two basement rooms were occupied by other classes. Owing to the rapid growth and increased demands of the High School, the Grammar classes have been compelled to abandon the rooms occupied by those schools, and in place of them they have received the two rooms in the small building. The number of pupils has so increased that it has been necessary to send two classes to the new building on the Euclid lot, but this subjects the school to great inconvenience. The larger part of the population is in the eastern portion of the district, and in order to secure a proper distribution of the pupils, it is necessary to send children to the Euclid

whose homes are east of the Bolton School. There is also a serious difficulty growing out of the study of German. Last year only those pupils who did not pursue this study were sent to the Euclid colony, while all the German pupils remained at Bolton. But to prevent the overcrowding of Bolton by this arrangement, it was necessary to send to the colony, of those studying English only, many who resided as far east as Doan street. Such a plan must necessarily be attended with great difficulty. As long as pupils living east of the Bolton School, who do not study German, are compelled to attend at Euclid merely that other pupils, living in the western portion of the district, may pursue this study, hardship and dissatisfaction must inevitably ensue. This year, without regard to the German, the pupils living in the western part of the district attend the Euclid School, but, as a consequence, the same German lesson must be given in both schools, thereby requiring additional teaching force.

If provision could be made for all the grammar grade pupils at Bolton, only four recitations would be necessary, and a part of the German teacher's time might be given to the High School. I would accordingly recommend, that additional room be provided as early as possible at the Bolton school, either by removing the new house on Euclid to this lot, or by the erection of another two-room building. I believe this arrangement would obviate all difficulty and give general satisfaction.

The population of the Madison school district is increasing rapidly, and additional room will soon be required here. If some portion of the old Case school building should be removed to the Madison school lot, it would be ready when another school may be required. The increase of pupils will probably make this necessary by next spring. As there is a large German population in the district, the introduction of this language into the school is desirable, and by employing a teacher for this new school able to give instruction in both German and English, the

needs of the district would be met. The Madison school lot is an excellent one and centrally located.

In the Mayflower district, which embraces the territory lying between Perry and Forest streets, and south of Scovill avenue, there are so few vacant lots that it is reasonable to suppose that the population has nearly reached its limit. There are at present two unoccupied rooms in the Mayflower School. The fluctuations in population will probably at times fill them both, and, again, one or perhaps two rooms may be vacant. I do not anticipate that the school will ever be crowded again. The recent improvements have made this one of the most convenient school houses in the city. It is also the largest.

In no part of the city, with which I am acquainted, is there so great need of better school accommodation as in the Eighteenth Ward. All the old rooms in this part of the city are poorly adapted to the ends for which they were designed. They are small, badly ventilated, poorly built and inconvenient. Our school rooms generally contain from 850 to 950 square feet of floor, and from 10,000 to 11,000 cubic feet of atmosphere for the children to breathe. Many rooms are much larger than this. In the Walnut School the rooms have 600 feet of floor, and a capacity of 7,000 cubic feet. The rooms in the North School are even smaller, having not more than 500 feet of floor and a capacity of 5,500 cubic feet. It will readily appear that such rooms are not large enough for school use. With the ordinary number of pupils they are so crowded that physical exercises are out of the question, and unless the best facilities for ventilation exist the air must necessarily be in the worst possible condition. The result is, that not one of the sixteen rooms in the Walnut and North buildings is really fit for use. The population of this part of the city is increasing rapidly, so that the necessity of providing additional room is continually laid upon the Board of Education, and it seems to me that very soon steps should be taken to erect a first-class eighteen-room building

in some central location, for the accommodation of both these districts. The small two-room buildings might then be scattered about the ward in such a manner as to accommodate the younger children, and the original Walnut and North School property, being no longer needed, might be sold. A house like the Case building would give an impetus to the cause of education in this part of the city that is greatly needed. I would urge that the first efforts of the Board in the direction of building should be given to the Eighteenth Ward.

The future of the Outhwaite School cannot easily be foreseen. This school has grown and is still growing at an almost unparalleled rate. In 1871, when it first came under my care, there were 300 pupils; two years ago there were 600; and now there are nearly 1,200, and the number is steadily increasing. All the rooms in the main building are occupied, two relief buildings of two rooms each have been filled, and another, now nearly completed, will be no more than sufficient for the two schools now so imperfectly accommodated in the hall and recitation room. The number of children under school age is large, new residences are constantly springing up, and the population of the entire district is of that character that will give the largest patronage to the public schools. The district is not of large extent, and it has natural boundaries that cannot conveniently be changed. I see no reason to doubt that this school will continue to increase for a considerable time to come, and that it will always be one of the largest schools. I do not think that any further relief will be demanded this year, but in the future, what may be necessary is difficult to say. It may be a question, in view of the fact that so much room is required outside of the main building, whether it would not be better to provide some more permanent structure than so many small wooden buildings.

I wish to draw attention to a serious defect in the Outhwaite main building. Although this house is admirably adapted to its

object, and in almost every respect is a model, great inconvenience has resulted from the difficulty of properly warming the rooms. Much of the time, last winter, it seemed impossible to make some of these rooms comfortable. Frequently with the thermometer indicating a temperature ranging from forty to fifty-five degrees in the rooms, it was found necessary to dismiss some of the schools, while others, risking exposure and sickness, remained in session. Some means should be adopted immediately for making this building comfortable.

The Sterling district is so generally occupied that there can hardly be demand for further school accommodation. The three two-room relief buildings on the Sterling lot will doubtless suffice for all time to come. That part of the district lying east of Case avenue, however, is so far from the school house that the smaller children are put to great inconvenience, and in bad weather they cannot attend school. I think a small building somewhere near Willson avenue would meet a pressing want of that part of the city. This neighborhood is rapidly filling with population, and sometime in the future a larger school is likely to be required in this locality. If a portion of the old Case building should be removed so as to meet this demand, schools of the two lower classes might profitably be established. The substitution of a large brick building for the small ones on the Sterling lot is a proper subject for consideration.

The Warren School in the Fourteenth Ward is growing very rapidly. It has increased in eight years from three to nine teachers, and from one hundred and seventy to over five hundred pupils. There is at present school room to spare, the new two-room buildings having one vacant room. This will doubtless be sufficient for all the needs of this year. It is a matter of regret that so large a part of the citizens of this district fail to avail themselves of the opportunities so freely offered of giving their children a fair common school education, but through necessity

or choice withdraw them from school before they have acquired more than the merest rudiments. Of the five hundred and twenty pupils enrolled in the schools, there are in the D Grammar grade, which is the highest, barely sixteen pupils, only three per cent. of the whole number. This tendency of the people of the Fourteenth Ward to withdraw their children from school so early greatly diminishes the demand for school accommodation in this part of the city.

By reference to the table it will be observed that in many of the suburban districts the schools are very small. This cannot be avoided. These schools are established for the accommodation of a small number of children who live so far from other schools that special provision must be made for them. At Crawford, Dunham, Independence, Lovejoy and Woodland, in each of which one teacher is employed, the attendance averages for the year from twenty to thirty-five pupils only. At Kinsman, Quincy and Union Mills there are so many pupils that the employment of two teachers is necessary, and yet for two schools the attendance is small. The cost of instruction per capita in all these schools is high, and in spite of the best management it must continue to be so. The effort has been made to provide these rural districts with as good teachers as could be found, and it is but justice to them to say that although their isolated position deprives them of many of the advantages of the more centrally located schools, they deserve great credit for the excellence of their work.

The school on Marion street is unclassified, and made up of pupils from various parts of the city. Most of them have been sent to this school for incorrigible conduct. The number in attendance has never been large, but the school has been well managed, and its influence on the schools of the city has been salutary. Though it does not come strictly within the province of this report to discuss the propriety of maintaining an unclassified school, I desire to give my testimony in favor of this exper-

iment. There is here, as in all cities, a large class of children who are under little or no restraint at home, whose education has been mainly in the streets, whose poor scholarship and incorrigible behavior are a constant hindrance to the progress of the well disposed pupils, and their influence demoralizing to the schools. That these children should not be allowed to remain where their evil influence may be exerted seems most reasonable. That they should not be deprived of all school privileges by being sent into the street, but should rather be collected and placed under the care of a good teacher and surrounded by such influences that they can be controlled, and, in a measure, reformed, seems equally plain. The existence of this school has had a most wholesome influence on the discipline of the schools of the city. Many of those vicious boys, who heretofore have been the cause of constant hindrance and trouble, to avoid being transferred to this unclassified school, are doing their utmost to merit the approbation of their teachers. Schools of this character should always be small, and the means of discipline must necessarily be different from those usually employed, and the cost of tuition may be high, but so well satisfied am I with our experiment, not only in view of the effect on the schools generally, but on these unfortunate pupils themselves, that I fully believe at least three such schools should be maintained in the city. One of these should be on the West Side, one in the southeastern portion of the city, and the third should be for the more thickly settled portions of the East Side. For this last object the Marion School is well located.

In the matter of ventilation, most of the school houses of this district need attention. The Case and Outhwaite Schools were constructed with special reference to this important feature, and the condition of both schools is admirable in this respect, but of all the other buildings in the district, not even excepting the large and expensive ones of Sterling, St. Clair and Mayflower, the only reliable means of ventilation is from the doors

and windows. The old houses in the Eighteenth Ward are not worth improving, but the health of the children, and the efficiency of the schools demand that some means of supplying pure air should be adopted that would make it possible for children to attend school without constant risk.

Respectfully submitted,

H. M. JAMES.

REPORT OF THE SUPERVISING PRINCIPAL OF THE SECOND DISTRICT.

ANDREW J. RICKOFF,

Superintendent of Instruction:

SIR:—In accordance with your request I hereby submit the following report upon school accommodations in the Second District:

This district embraces all that part of the city lying west and south of the Cuyahoga River, and that part of the East Side lying west of Perry and Muirson streets. Located at various convenient points within this territory are fifteen independent school lots and buildings, not including the Central and West High Schools. These buildings are provided with sittings for 7,853 pupils. The number of school rooms occupied by regular classes is 137, having a seating capacity of 7,579 pupils. The enrollment in these schools during the month of September, 1876, was 7,411. The whole number of teachers employed in the district is 150. Of these, three are assistants in A Grammar, eight are special German teachers not having charge of school rooms, two are training teachers in the Normal School, and one hundred and thirty-seven are regular class teachers having charge of rooms. The number of pupils receiving instruction from the special German teachers is 1,295, being an average of 162 to each teacher. Attention is respectfully called to the fact that many of these classes are not provided with suitable recita-

tion rooms. In Brownell the recitation room is provided with no desks whatsoever, the room being too small. The same is true of Kentucky. At Wade not even a room is provided. In the Orchard building, with 661 in the German department, there is one small room capable of seating twenty-two pupils. In the Hicks building, with 228 in German, there is one room large enough to seat about thirty pupils.

Attention is respectfully called to the following table which will give a general idea of the school accommodations of the district. It should be observed that the Wade sub-district embraces the Wade, Walton, Erin, Meyer and Clark buildings, each of which is located on a separate lot.

TABLE.

SCHOOLS.	NO. SCHOOL ROOMS.	NO. RECITATION ROOMS.	NO. TEACHERS IN CHARGE OF ROOMS.	NO. SPECIAL TEACHERS NOT IN CHARGE OF ROOMS.	NO. UNOCCUPIED ROOMS.	NO. SITTINGS, (Occupied and Unoccupied.)	NO. PUPILS ENROLLED.	NO. VACANT SEATS IN OCCUPIED ROOMS.	GRADES REPRESENTED.
Brownell.....	24†	1*	23	2.5	0	1318	1203	67	A Gr.—D Pr.
Clark.....	4	0	4	.0	0	242	173	69	B Pr. —D Pr
Eagle.....	4	0	4	2. †	0	346	288	58	B Pr. —D Pr.
Erin.....	5	0	4	.0	1	60	186	0	C Pr. —D Pr.
Gordon	2	0	2	.0	0	122	118	4	B Pr. —D Pr.
Hicks	14†	1*	13	1.5	0	724	724	0	B Gr.—D Pr.
Kentucky....	16†	1*	14	2.5	1	719	711	8	A Gr.—D Pr.
Meyer	2	0	1	.0	1	98	53	0	D Primary.
Orchard	18	1	18	.5	0	1073	1056	17	C Gr.—D Pr.
Ridge	1	0	1	.0	0	43	21	22	A Pr.—D Pr.
Rockwell ...	18	2	17	2.5	1	996	875	57	A Gr —D Pr.
Tremont	18†	1	17	1.	1	955	939	16	A Gr.—D Pr.
Wade.....	4	0	4	.5	0	199	188	11	D Gr.—B Pr.
Walton	4	0	4	.0	0	240	222	18	B Pr. —C Pr.
Washington .	12	0	11	.0	1	718	654	60	C Gr.—D Pr.
TOTAL.....	146	7	137	13.	6	7853	7411	407	

* Also one school room used temporarily, for recitation purposes.

† Including rooms in relief buildings on same lot.

‡ Training teachers in Normal School.

From the above table it will be seen that there are at present six unoccupied rooms in the district. Excepting the one at Meyer these will all be occupied, without doubt, at the opening of the summer term. From four to ten schools are annually opened at that time in the district. The Meyer School, situated at the corner of Meyer and Brighton streets, is so far to one side that it is not at present fully occupied. Three regular class rooms are used for recitation purposes. These rooms can be surrendered to regular classes when necessary, but only by seriously interfering with the German. The whole number of rooms in "relief buildings" located upon the same lot with large buildings is sixteen. The rooms at Gordon, Walton, and two of those at Erin, are in relief buildings. There are but six rooms in all the buildings not provided with seats and desks—four of them are at Erin, one at Hicks, and one Tremont. The recitation rooms at Orchard and Wade are the only rooms in the district still supplied with the old double desk.

The ventilation of several of the buildings is so entirely insufficient as to call for immediate attention. This is particularly true of the Brownell building. The air in many of the rooms is very bad, resulting from several causes: there is neither adequate admission of fresh air nor escape of foul; the air of the basement, charged with all kinds of impurities, escapes into the halls to some extent, and at times into the school rooms; no provision whatever is made for the ventilation of the basement. Not only is this true, but the air supplied to many of the rooms is brought from the outside through wooden passages and made to pass over heated surfaces located in the basement, in chambers by no means air tight, from which it passes directly into the school rooms. Recently coils of steam pipe have been placed in several of the school rooms, but no provision has been made for supplying them with pure air. Steam, furnished by two boilers located in the basement, is used for heating purposes. These boilers are evidently inadequate to the demands made

upon them in the severest of weather. Radical changes are evidently necessary in order to put this building in a proper sanitary condition. That part of the basement containing the vaults, the fruitful source of annoyance and disease, should be kept thoroughly disinfected and abundantly ventilated by some means which shall carry the poisonous vapors beyond the school rooms. It would be well to put a rough coat of plaster overhead in that part of the basement used for the storage of coal, supplies and other miscellaneous purposes. Attention is most earnestly called to this whole matter.

The ventilation of the Rockwell and Orchard buildings is quite insufficient, though the evils resulting are not so serious as at Brownell. In these buildings many of the rooms are warmed by air brought through or directly from the basement, as at Brownell. Each of these buildings is heated by steam. For some reason the heating apparatus in the Orchard is decidedly insufficient for the proper warming of the building in severe weather. The schools have been seriously interrupted by frequent dismissals, the thermometer indicating a temperature of from forty to fifty degrees in the rooms several hours after the starting of the fires. The coils of pipe in the basement are of little value. If placed in the school rooms they would serve a much better purpose. The ventilation of the Washington, Kentucky and Tremont buildings is quite satisfactory.

The rooms in the Hicks, Wade, Walton, Erin, Meyer, Clark, Gordon, Ridge and Eagle and all the relief buildings are heated by stoves. Many of the rooms are crowded, making it necessary to seat pupils very near the stoves. In all such cases a suitable screen should be placed around the stove for the protection of pupils. Little or no provision is made for the ventilation of these relief buildings.

Attention is respectfully directed to the state of affairs in the Twelfth Ward. The schools of this section of the city are located at five different points, viz.: the Wade, Walton, Erin.

Meyer and Clark buildings. On account of their scattered condition, it has been and still is quite impossible to grade the schools as they should be.

The highest grade in this sub-district is the D Grammar, or fifth year in school. Pupils entering higher grades are required to attend the Tremont, Hicks or Kentucky schools. The distance to be traveled in such cases ranges from half a mile on the boundary line to over two miles. During the winter many of these pupils are compelled, on account of the distance, to withdraw, and many others never enter the higher grades for the same reason. It should be remembered that the ravine through which Walworth Run flows, offers a barrier, passable at few points, to those who attend Hicks or Kentucky schools. The highest grade in the Clark building, located in the western part of the ward, is the B Primary, or third year in school. Pupils entering higher grades are, at present, required to attend the Orchard School, which is greatly crowded.

The needs of the ward are very inadequately met by present arrangements. The lot at the corner of Wade and Mill streets is very small and the building utterly unsuited for school purposes. Only one of the rooms at Erin is provided with seats and desks. The lot upon which the building stands has been leased for a term of years. The Board of Education owns a fine lot at the corner of Walton and Rhodes avenues, upon which I most earnestly urge the erection of a building as soon as possible, of proper size to meet the wants of this section of the city. An eighteen-room building is required, there being seventeen schools already established in this ward.

Two years ago plans were submitted to the Board of Education for an addition to the Kentucky building. If the building now standing were well adapted to the purposes for which it was intended, such an addition would probably be desirable ; but the rooms are dark, small and inconvenient, being in no way desirable for school purposes. It would be better to sell or tear

down the present building and erect one capable of meeting the wants of this section of the city.

The eastern part of the Eighth Ward, which is very populous, is not provided with proper school accommodations. Although the parochial schools are largely patronized, yet I am convinced that a "relief building" located on Pearl street, near the head of Main, would soon be filled. This part of the city is at present in the Washington sub-district.

Additional rooms will soon be needed at the Gordon School unless a relief building is erected in the vicinity of Bridge and Liberty streets. The latter would probably be the better plan, since it would afford relief for the large building near by. An additional room will probably be needed at Hicks if a B Grammar grade of school is continued in the building. In all probability additional rooms will become necessary at the Clark School. Provision should be made for retaining an A Primary grade of school at this place. Aside from the above, no additional relief buildings will be needed for some time.

I regret to say that the schools are poorly supplied with apparatus for illustrating the various subjects taught. In the C and D Primary grades "match-sticks" are provided for the illustration of exercises in numbers. Aside from this little is furnished with which to illustrate the principles of Arithmetic. In a few of the buildings there were weights and measures; but these have been carried from building to building until they have become scattered and lost. Attention is respectfully called to this matter, with the suggestion that a liberal supply of simple "illustrative apparatus" would greatly facilitate the work of the schools.

Less than one year ago the school known as the Unclassified School was established on the East Side. To it were sent those boys whose presence in and about the various buildings was productive of disturbance and hindrance of proper school work. Although the number of pupils attending this school has been

uniformly small, yet so restraining has its influence been upon the conduct of others inclined to evil that I desire to recommend the establishment of a similar school upon the West Side. Such a school for incorrigibles would rid the various buildings of a most disorganizing element, and thus enable teachers to devote their time and energy to those remaining. The present school is so far removed from the West Side as to make it quite impossible to send to it. Several assignments have been made, but the result is that those thus assigned are running the streets.

The schools, with scarcely an exception, are provided with excellent teachers, a number of whom are graduates of the Normal School. Ready, willing, and efficient, these teachers have sought to bring their schools up to a higher degree of excellence. They have labored diligently, and have secured gratifying results.

Respectfully submitted,

L. W. DAY.

REPORT ON PRIMARY INSTRUCTION.

ANDREW J. RICKOFF,

Superintendent of Public Instruction:

DEAR SIR:—According to your request, I submit my annual report of the Primary grades.

In my previous reports I have occupied myself principally with the details of the work actually done in the schools. believing as I do that the results gained in the present give the only reliable basis for the work of the future. For once, however, leaving the field of the actual, I venture to stray into the province of speculation concerning a subject which others may deem far distant, but which to me seems plainly foretold by the signs of the times.

Teaching, year by year, is taking on the semblance of a skilled profession. By slow degrees the public is beginning to require

that the teacher shall be trained for his work as the physician, the lawyer and the minister are for theirs. The day is passing, and, I trust, well nigh gone, when the young man or the young woman, fresh from the exercises of graduation day, may expect to take a teacher's position without further effort. And yet the year of professional training now required in our cities is, perhaps, all that can rightfully be exacted, though to those who comprehend fully the necessities of the situation it seems very meagre. Moreover, as government by force is more and more removed from the school room and government by tact more thoroughly substituted, the result is the development in the primary teacher of an executive ability which, to one unacquainted with the causes, seems truly marvellous.

This executive ability renders it quite possible for its possessor to apply the knowledge of principles, methods, and manner, gained either by actual experience or in a Normal School, and in a short time become not only an acceptable but a really successful teacher. Successful, certainly, so far as the actual requirements of any course of study are concerned. At this point lurks the danger to be apprehended. Previous to this time there has been a continued and conscious exertion, but as soon as effort is crowned with success human nature is very apt to settle back satisfied. And in teaching, as in everything else, there is no standing still; if we are not advancing we are receding.

It is an easy task and useless as easy, to draw the picture of the ideal teacher, to imagine her possessed of every accomplishment, forgetful of the fact that all the cardinal virtues cannot be had for the asking, and that perfection exists no more among teachers than among any other class in society.

In order to accomplish what is needed one thing must first of all be acknowledged; namely, that no one yet, ever really paid for his education. The history of all educational movements plainly shows that this has never been expected, and the

endowments of schools and colleges are an acknowledgment of this truth, an acknowledgment which dates back to the very foundation of these institutions.

The thought, to which this is a premise, is the necessity of offering some inducement which shall lead teachers of the Primary Schools, fresh, earnest, successful and pains-taking, to strive for a self-culture beyond that actually required by the present necessities of their work.

Had we to-day a score of teachers in our Primary Grades, who were thoroughly trained in Elocution, well read in History and Literature, accomplished botanists, well versed in Zoology, is it possible to measure their power in the community or the atmosphere which they would create about them?

It is vain to expect that young ladies fresh from their school curriculum can be any of these. That to which I refer, comes in maturer years, the outcome not so much of the schools as the conscious effort of the individual, the result, not only of our getting into years but rather that of the years getting into us. And yet, can anything be more cheerless and desolate to the average youthful American mind than the prospect of sitting down alone to strive for one's own intellectual improvement? But on the other hand, with the sympathy of numbers, with the tangible encouragement, real appreciation and generous opportunity, what more attractive?

The public, represented by the Board of Education can, it seems to me, wisely afford to be generous in offering not only inducements but opportunities to gain this culture. I cannot sketch how this is to be done, but of this I am fully persuaded, that if we are to continue the onward progress of the teacher's work, it must be done. We are trenching close upon the limits of that which the schools can give us and a whole world lies yet unoccupied. A field ripe for the harvest waves at our feet, but the laborers are so few.

I well know the stock objection to any effort toward offering

teachers exceptional advantages for self-improvement and culture. I well know, that in this volume is a table which gives the average time of service in the Cleveland schools as 4.4 years. I grant this to be a difficulty, an obstacle, but neither overwhelming nor insurmountable. Certainly, the work would be never done, since the individuals would be ever changing, but it would be always doing. Wonders can be accomplished in 4.4 years if we have the means at command with which to work.

Amid the complex interests of life in the nineteenth century, none certainly exceeds in importance that of our common schools; and practical wisdom, the expression, not of sentiment, but a far-seeing business policy dictates that to the teachers of these schools should be offered every possible advantage and opportunity. During the time that children naturally idealize their teachers, it is of the last importance that the person with whom they come into such daily relations should possess, not only the absolute requirements for her place, but should be at the same time, an accomplished woman and a gracious lady. Many a child carries the picture of such a one all his life long — a power always to be counted upon the side of right.

It is very probable that this may be deemed a utopian scheme, yet, I believe it not only desirable, but within the easy compass of attainment.

Respectfully submitted,

HARRIET L. KEELER.

REPORT OF SUPERVISING PRINCIPAL OF THE GERMAN DEPARTMENT.

ANDREW J. RICKOFF,

Superintendent of Public Instruction:

DEAR SIR :—In accordance with your request, I submit this, my Sixth Annual Report in regard to the work of the German Department of the Public Schools of this city, during the scholastic year of 1875-6.

I. GENERAL STATISTICS.—The Department consisted of 158 classes, of which 87 were Primary, 60 Grammar, and 11 High School classes. The following summary will show the steady growth of the number of classes during the last seven years :

In 1869-70.....	11	classes.							
In 1870-71.....	48	"	30	Primary,	13	Grammar,	5	High.	
In 1871-72.....	97	"	54	"	37	"	6	"	
In 1872-73.....	121	"	61	"	51	"	9	"	
In 1873-74.....	137	"	74	"	53	"	9	"	
In 1874-75.....	153	"	84	"	56	"	12	"	
In 1875-76.....	158	"	87	"	60	"	11	"	

Fifty-seven of the Primary classes had, daily, two hours each for German (nominally two hours, but really not that much, since the German teacher is required to teach Drawing and Singing in her own school-room), while the other thirty had but one lesson per day, being taught either by the special teachers of the Grammar Grades, or by class-teachers, who had a spare hour between 11 and 12 o'clock. As in previous years, the latter arrangement was necessary in some buildings, because there were not pupils enough therein to fill a whole class, forty to fifty being required for that purpose. The number of such classes is already reduced (38 in 1874, 34 in 1875, 30 in 1876), and will be more so, as the pupils of full lower grades advance to higher ones.

All Grammar classes, 60 in number, have had one lesson of 45 minutes daily, except the B and A Grammar classes, which have had four lessons a week. Of the whole number of classes (158), there were 60 mixed ones (including the 11 High School classes), that is such as consist of both German and English speaking pupils; 74 consisted of German, and 24 of English speaking pupils.

The number of teachers was 47, of whom 31 were class teachers, 14 special, and 2 High School teachers. The following will show the increase in the number of teachers since the estab-

lishment of our German Department, in the Spring Term of 1870.

In 1870	5	Class Teachers,	4	Special,	2	High School,	11	Total.
In 1870-71.....	7	"	"	10	"	2	"	19
In 1871-72.....	15	"	"	11	"	2	"	28
In 1872-73.....	17	"	"	12	"	3	"	32
In 1873-74.....	20	"	"	13	"	2	"	35
In 1874-75.....	26	"	"	13	"	2	"	41
In 1875-76.....	31	"	"	14	"	2	"	47

The number of pupils engaged in the study of German during 1875-76 was about one-third of all the pupils in the Public Schools, or a monthly average of 5549. The increase over last year is 500 pupils; certainly a very gratifying proof of the popularity which the Department enjoys among the patrons of the Public School system. The following three tables show the distribution of these 5549 pupils in the different districts. All numbers given show the number of pupils *belonging*—not those *enrolled*; the latter reached 5743 in the I. Term, 6212 in the II. Term and 6825 in the III. Term.

II. SPECIAL STATISTICS.—

TABLE I,

Showing the Growth of the German Department during the Last Six Years.

YEARS.	CHILDREN OF GERMAN SPEAKING PARENTS.	CHILDREN OF ENGLISH SPEAKING PARENTS.	TOTAL *	NO. OF TEACHERS, Including High School Teachers.	SUPER- VISION.
In 1869-70...	.....	.....	About 600	11.0	.....
1870-71...	.....	.....	1680	18.8	0.2
1871-72...	2250	1176	3426	27.8	0.2
1872-73...	2479	1185	3666	31.8	0.2
1873-74...	2909	1675	4584	34.6	0.4
1874-75...	3390	1708	5098	40.5	0.5
1875-76...	3798	1751	5549	47.0	1.0

* These figures show the Average Number Belonging—(Monthly Average.)

TABLE II,

Showing the Number of Pupils of German and English Parentage Studying German in 1875-6.

SCHOOLS.	FIRST TERM.			SECOND TERM.			THIRD TERM.		
	German.	English.	TOTAL.	German.	English.	TOTAL.	German.	English.	TOTAL.
High Sch'ls	48	135	183	47	125	172	48	135	183
St. Clair ...	322	120	442	299	131	430	306	113	419
Case	242	12	254	238	12	250	269	8	277
Bolton	18	97	115	18	96	114	16	84	100
Outhwaite.	225	259	484	230	254	484	230	249	479
Sterling ...	258	196	454	261	192	453	268	184	452
Mayflower.	513	101	614	486	107	593	529	111	640
Warren							80	2	82
Eagle	101	17	118	105	13	118	103	11	114
Rockwell ..	236	149	385	225	154	379	254	146	400
Brownell...	447	147	594	427	142	569	462	121	583
Hicks	127	98	225	122	98	220	129	89	218
Kentucky...	50	213	263	56	199	255	41	198	239
Orchard ...	510	88	598	493	94	587	579	82	661
Wade	331	44	375	304	47	351	370	42	412
Tremont...	349	110	459	340	113	453	318	112	430
TOTAL...	3777	1786	5563	3651	1777	5428	3986	1671	5657

The Monthly Average was 5549.

TABLE III,

Showing the Number of Boys and Girls Studying German, 1875-6.

SCHOOLS.	FIRST TERM.			SECOND TERM.			THIRD TERM.		
	Boys.	Girls.	TOTAL.	Boys.	Girls.	TOTAL.	Boys.	Girls.	TOTAL.
High Sch'ls	87	96	183	82	90	172	75	88	163
St. Clair ...	236	206	442	237	193	430	229	190	419
Case.....	139	115	254	143	107	250	145	132	277
Bolton.....	72	43	115	71	43	114	62	38	100
Outhwaite.	253	231	484	250	234	484	245	234	479
Sterling ...	224	230	454	226	227	453	241	211	452
Mayflower.	317	297	614	303	290	593	331	309	640
Warren.....							39	43	82
Eagle	74	44	118	68	50	118	72	42	114
Rockwell ..	195	190	385	196	183	379	204	196	400
Brownell...	302	292	594	288	281	569	285	298	583
Hicks	110	115	225	108	112	220	111	107	218
Kentucky..	120	143	263	120	135	255	124	115	239
Orchard ...	314	284	598	318	269	587	345	304	649
Wade	180	195	375	165	186	351	201	211	412
Tremont...	226	233	459	212	241	453	206	224	430
TOTAL....	2849	2714	5563	2787	2641	5428	2915	2742	5657

TABLE IV,

Showing the Number of Pupils Studying German in the Different Grades, 1875-6.

(Numbers taken from Statistics of the Month of December.)

SCHOOLS.	GRADES.	SCHOOL YEAR.	GERMAN PUPILS.	ENGLISH PUPILS.	TOTAL 1875-76.	TOTAL 1874-75.	TOTAL 1873-74.
High.....	... A ...	12th yr.	7	12	19	11	7
" .....	... B ...	11th "	7	27	34	38	29
" .....	... C ...	10th "	12	31	43	50	49
" .....	... D ...	9th "	22	65	87	79	77
Grammar.....	... A ...	8th "	85	140	225	228	218
" .....	... B ...	7th "	143	194	337	263	377
" .....	... C ...	6th "	213	255	468	423	342
" .....	... D ...	5th "	394	251	645	507	438
Primary .....	... A ...	4th "	555	307	862	689	687
" .....	... B ...	3d "	663	307	970	870	635
" .....	... C ...	2d "	812	89	901	911	745
" .....	... D ...	1st "	959	95	1054	1077	844
TOTAL.....	.....	.....	3872	1773	5645	5146	4448

At the beginning of the Spring Term, German was introduced in Warren School, 14th Ward. At first, the best we could do was to furnish a teacher for the two lowest grades. It is to be hoped that next year the number of pupils desiring to study German will increase so as to enable us to add one more grade, and so on with each succeeding year, until all the grades of that school are accommodated. Thus a slow but steady growth will prevent trouble, and secure good results.

III. ORGANIZATION.—Our German teachers have heard with a feeling of relief, that the Board of Education is considering the question of regulating admissions to the German Department. In whatever way the question may be settled, it is to be hoped that our German classes may, after some action is taken, come to a definitely settled state of being, and no more resemble the bee hive, in which there is constant coming and going, minus the honey, of course.

IV. RESULTS.—1. *In Reading.* With regret I state, that Reading is still a weak point in some of the lower grades of the Department. This may be attributed partly to the dull and uninteresting reading contained in the Readers which have been heretofore in use. Proper intonation can only be obtained when the matter to be read is understood by the reader, and when it tends to awaken interest. Where this is wanting, teacher and pupils soon relax in their efforts, and reduce the amount of practice. Practice, however, is almost everything in reading, at least so far as fluency is concerned. It is like learning to play a musical instrument. The ear may be ever so susceptible to harmony and rhythm, if practice is wanting the learner will never acquire fluency in playing. We hear very frequently that the German teacher has hardly sufficient time for thorough practice in reading, so many other branches of instruction being intrusted to her care. Although this is true, we cannot but wonder at the heroism which such teachers show by dividing their classes into two, three or more subdivisions, devoting to each one but a trifling number of minutes for reading, while the others write—they write too much and read too little. This is trifling with the little time allotted to German instruction. The object of all German teachers should be, to interest the *whole* class, for, what is worth being said to *one* pupil, is worth being said to *all* of the same class. When one pupil reads the whole class should read with him, not aloud, but silently, at any rate read, or practice reading. And as often as a pupil stops before a difficult word, this word should be analyzed on the blackboard for the benefit of the whole class, for it is quite certain in most cases that other pupils need help at this very same word. Another no less important reason for the poor reading in some of our principal classes may be said to be that reading and writing are not so closely connected, that the one can assist the other. My experience tells me that whatever is read in D Primary should first be read from script. If all lessons are

prepared at the blackboard before the book is used, the child will gain greater skill in reading than from reading the printed page only, not to speak of the surety with which the child grasps the image of the words and stores them up in his memory. It is a fact known to every observing person, that a fluent reader does not in the process of reading string sounds together like the little Primary pupil, but that he reads off whole words without even thinking of the different particles of which the word consists. A mere glance at the word — nay at a line — and out he speaks what they mean. Now, then, the sooner the child is emancipated from *sounding* and stringing sounds together, and can read words with a single glance, the sooner and better can he read. But how is this skill of quick recognition gained? It seems to me, not so much from the printed page as from script at the blackboard. The eyes of the whole class can then be fixed upon the reading matter more easily, certainly, than if the pupils read in the book.

2. *In Writing.* Mr. Root has taken the trouble of supervising the work in Penmanship. I respectfully refer you to his report. As nearly as can be judged by a non-expert, the writing made some progress in the upper grades of the department, where the teachers watched their own writing at the blackboard and did not permit the board to be covered with negligent writing. Improvement is particularly obvious in Kentucky, Sterling and Orchard Schools.

3. *In Orthography.* There is progress almost “along the whole line.” If any one should look over the examination papers of this year, and those furnished two or three years ago, he can not but admit that we are “marching on.” One peculiarity, however, needs mention: It is that words akin to English words are frequently written alike by the pupils; the image of the latter evidently being more deeply imprinted upon the memory of the children than the German. I hope the mere mention of this fact will suffice to make our teachers look out for means

for its removal. In a phonetic language, like the German, the rule holds good : Teach spelling through eye *and* ear.

4. *In Conversation.* Since with your advice and encouragement we have made the German language wholly the medium of instruction in classes of purely German-American, and largely so in classes of Anglo-American children, we find that the pupils gain more practical linguistic knowledge than before. It can be said that our teachers did very excellent work this year in Conversation, but we are by no means satisfied enough to think we have reached the maximum of success.

5. *In Grammar.* As was stated last year, we are reducing the amount of merely technical instruction in Grammar. Since Grammar is nothing but a mere compilation of the facts of a language, it would be as useless to a person to know all the rules of Grammar by heart, as it is to know the names of all the villages and towns of China. Only in the relation which the Grammar of one language has to that of another, can it be of value, and there it really is of eminent value. Wherever two languages are being learned the comparison of the facts of the two tends to strengthen the knowledge of both. This teaches the German instructor to abandon the old way of treating German Grammar exclusively, and to present it in the form of comparative Grammar. Of course, this necessitates a thorough knowledge of English Grammar on the part of the teachers. It may be stated that the results gained in Grammar thus far in our German classes were in almost all cases in exact proportion to the skill the German teacher possessed in presenting the facts of the two languages so as to afford proper comparison. Some teachers gained more success than others, partly on account of of this skill, but partly also on account of their familiarity with English Grammar.

6. *In Translation.* Heretofore we have had no regular system of translation in our schools, the most necessary requisite for it having been wanting, i. e.: the book. Our Readers did

not contain any exercises for Translation ; and so we had to collect and adapt the matter from the English Readers as we could. How little suited this matter was for such purposes, can be seen on a moment's reflection : The reading matter is, and needs must be, collected and selected with reference to the difficulties the child must overcome in gaining skill in reading. Sentences may be easy to translate but difficult to read and intonate, or *vice versa*. This obstacle was perceived years ago by our teachers, and ever since we have been struggling to overcome it, but in vain, until we concluded to prepare a systematic collection of exercises for translation and incorporate them in the readers. The "Lese-und Sprachbuch," now in use, will doubtless obviate the difficulty and afford better facilities for this branch of instruction. It is with great satisfaction that I recognize the laborious task our teachers took upon themselves last year in teaching this branch with no other help than the English Readers. Almost all the classes stood well in translation at the end of the year.

7. *In Composition Work.* Looking over the work in this branch I cannot refrain from saying that some teachers did much better work than others. There is hardly another branch in which the different classes are so at variance as in Composition. Some teachers excel in the oral preparation of the classes for the work to be done, they also show better judgment than others in presenting to their classes the mistakes committed in the manuscript. Only a very few teachers, I am sorry to say, succeeded in creating the habit in the pupils of keeping the composition books neat and clean, but I attribute it to the small amount of time, during which the pupils are under their care, and know no other remedy than to make the teachers custodians of these books for the time they are not needed by the pupils. Allow me to call your attention to the suggestions that will be made hereafter under the head of "Composition."

8. *In Object Lessons.* What was said last year about Object

Lessons could be repeated to-day, word for word : Experienced teachers find little difficulty in Object and Language Lessons ; it is only the inexperienced that need assistance. Let us hope that now, since we have a German class in the Normal School, the beginners in the profession will be better prepared, particularly with regard to this branch.

9. *In Singing of German Airs.* Only a few German teachers gave sufficient attention to the singing of those beautiful juvenile airs in which German musical literature is so rich. May be it is only a matter of taste, but this is certain, musical experts as well as true educators will agree with me that there is little beauty in it, when we hear little children "hang Jeff. Davis on a Sour-Apple Tree." With delight I perceive that Mr. Stewart is gradually introducing the airs of our old country with English text. All the German teachers need to do will be to teach the German text also, and the children will gain something which will tend to make many a home more attractive to parents as well as to themselves.

The results of the work of the past year are in general very acceptable, in some particulars they are even highly gratifying.

V. COMPOSITION.—My last report dwelt at length upon the feasibility of instituting a united course in Composition work, for the English and German Departments. You recognized the great benefits that could be derived from such action, and proposed to me to submit for your consideration a suitable plan or scheme. Our German teachers, to whom I submitted your request, took up the idea, discussed it at length, and finally appointed a committee to prepare a suitable programme. This report was unanimously adopted, and is herewith respectfully submitted without further comment. It will speak for itself :

"The undersigned Committee takes pleasure in submitting to your favorable consideration the following report :

"United action on the part of the English and German Departments in regard to Composition-work is only possible when the subjects are drawn from the subject-matter of English instruction, especially from the sciences. This,

too, is the correct method, since all written exercises should, always, consist of reproduction of that which has been learned. Nor would this method be a hindrance to the German instruction, since the preparation of such essays would consist of Object and Conversation lessons, and thus, Object and Conversation instruction of the German classes would suffer no detriment. The German preparation of the subject would contribute essentially to the understanding of the English text, would render complete the pupil's recognition and comprehension of the same, and thus materially aid the *English instruction*.

"In the selection of subjects, two things must be considered; the material and the form of composition. As regards the former, it must be drawn, during the fifth school-year, from the study of Botany, and from the matter of the Reading and Language lessons. The sixth and seventh years furnish subjects derived from Physics, Natural History, Geography, etc.; also from the material of the preceding year (so-called review-essays). For the last two school-years, Physics, Geography, and especially History, afford the principal sources for written exercises; but neither other departments of science, nor subjects borrowed from every-day life should be wholly neglected.

"Regard must also be had to the different kinds and forms of Composition. Descriptions, comparisons, narrations, letters, and business essays must be gradually introduced, and the teachers of the different departments must confer together, not only concerning the subject-matter, but also concerning the manner of its treatment.

"The Committee perceives no difficulties in the preparation of one and the same topic for the *English*, the *English-German*, and the *German-English* Departments. In order, however, that neither language may be subordinate to the other, the teachers concerned must agree as to who shall first prepare the topic. A regular alternation in this respect is requisite, since the character of the essay to be presented will always depend, in some degree, upon the *first* preparation. The Committee has put itself in communication with the other committees, and agreed with them upon a number of topics, which are recommended for the current year, and for the respective grades.

D GRAMMAR, FIFTH SCHOOL YEAR.

September	Bread.
October	The Horse.
November	The Fox and the Lion (a fable).
December	Winter.
January	The Starling (a narrative).
February	Coal.
March	Sun and Wind (a fable).
April	The Seven Arrows (a narrative).
May	A poem to be converted into prose.
June	The Rose.

C GRAMMAR, SIXTH SCHOOL YEAR.

September	The Clock.
October	The River.
November	The old Lion (fable).
December	A Letter (containing a narrative).
January	The Lake and the Sea.
February	The Thermometer.
March	The Ape and the Miser (fable).
April	A Letter (containing information).
May	A poem to be converted into prose.
June	Singing Birds.

B GRAMMAR, SEVENTH SCHOOL YEAR.

September	A Journey.
October	The uses of Iron (magnet).
November	The Discovery of America.
December	A Letter (containing an invitation).
January	The Balance (Scale).
February	The Landing of the Pilgrims.
March	Poem to be converted into prose.
April	A Letter (containing some event of daily life).
May	Battle of Bunker Hill.
June	Bird's nest (in form of conversation).

A GRAMMAR, EIGHTH SCHOOL YEAR.

September	The form of the Earth.
October	The Indians.
November	A Letter (containing a description of a journey).
December	The Steam Engine.
January	Battle at Put-in-Bay.
February	The Balloon.
March	A Letter (containing good or evil tidings).
April	Human life and the Seasons.
May	The Abolition of Slavery.
June	Abraham Lincoln (biographical sketch).

Respectfully submitted,

JOS. KRUG,
LENA RIESTERER.

Sept. 6th, 1876.

VI. HISTORY.—The fact that pupils in B and A Grammar Grades studying German, are deprived of instruction in American History, has frequently met with unfavorable com-

ment on the part of parents. You proposed to me to take this question into consideration, and if possible, suggest a remedy. After due consultation with our German teachers, I am now ready to report :

There are two ways by which the pupils studying German might be made to take part in the instruction in History :

1. At present there are to my knowledge in all the B and A Grammar Grades certain "study-hours," during which the English teacher is not engaged in teaching, and during which the pupils are preparing (or studying) the lessons of the day. Let this study-hour take place during the time that part of the class goes out to the recitation room to take German. If you do that, the latter would lose the study-hour, and not the History. Any one will see that the loss, if loss there must be, would thus be less than it is with the present arrangement. Only a fraction of the class would lose the time for study, and, since these pupils are at an average of thirteen and fourteen years of age, they ought to be old and strong enough to study whatever there is to be "studied," at home, after school-hours.

2. The other proposition is by far less commendable, inasmuch as it involves an additional burden upon the German teachers, who have to teach Reading, Spelling, Composition, Translation and Grammar, all in forty-five minutes, and only four times a week. Nevertheless, we propose it, although with the apprehension that if it should be adopted, it will prove to be the proverbial straw that broke the camel's back. It is this :

Instead of selecting pieces from the English Readers for Translation exercises, as has been the custom, we would work out a short sketch of American History, containing the more noted and important facts and data, and use this as subject matter for Translation exercises. We know well enough, that this cannot be called instruction in History, but, since the pupils will have to write these translations, the contents will be remembered fully as well as they would, if they had to study

them from the text-book. The teachers are willing to make these historical sketches subjects of colloquial lessons, and it is to be hoped that they can do so without detriment to the instruction in Language.

VII. TEACHERS' MEETINGS.—The meetings of the German Teachers have been quite as successful this year as they were during the previous one. Many of the essays prepared and read, were afterwards reproduced in the "Erziehungs-Blätter," and found general approbation. Our teachers aim to become more and more active in the task of self-education, and we ought to be glad of it. I, for my part, have ever found them ready to take advice kindly and profitably. There is an interest in our corps of German teachers for the welfare of our schools, of which we have every reason to be proud.

Respectfully submitted,

L. R. KLEMM.

REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL.

A. J. RICKOFF,

Superintendent of Public Instruction :

In accordance with your request, I have the honor to present this, the Second Annual report of the Normal School, being for the year ending August 31, 1876.

STATISTICS.

The whole number registered during the year was 51. Of these, 24 were graduates from our city High Schools.

The average number belonging was :

First Term	45.6
Second Term	44.6
Third Term	41.0
For the Year	43.9

The average daily attendance was :

First Term	44.1
Second Term	42.0
Third Term	40.0
For the Year	42.2

Thirty completed the prescribed Course of Study, and sustained themselves on examination by the City Board of School Examiners. These were graduated at the close of the year. Their names are :

MARY NELLIE ANDREWS,	IDA B. MALONE,
ANNIE C. BERGER,	CECILIA B. MULLEN,
HATTIE M. BAKER,	SARAH R. MERRELL,
HATTIE I. BETTS,	CARRIE M. OSBORN,
HATTIE E. CORLETT,	ADELLA N. ROYCE,
MARION A. CAMPBELL,	MARTHA A. ROEMER,
MAGGIE A. EARLY,	MARY E. ROBERTS,
KATE L. EGAN,	MINNIE A. ROBINSON,
LILLIAN P. EVANS,	CORA A. SPRAGUE,
NELLIE V. GEAR,	RACHEL T. VENNING,
JENNIE A. GLEESON,	NETTIE M. WHALEY,
KATE M. GRAYELL,	MARIA WISSING,
NELLIE A. GRISWOLD,	MARY T. WOODWARD,
EVA M. HILL,	NELLIE I. WEIDENKOPF,
BESSIE M. KIRWAN,	ELLA J. YOST.

The school opened for the year with two classes—one on a Course for one year, and the other on a two years' Course. Last year's experience proved the inability of many to complete a satisfactory Course in one year, who sustained themselves well on examination in the common branches, or who came possessed of certificates from County Boards of School Examiners. By action of the Board of Education, none were admitted to the Senior class except graduates from our High Schools and those whose academic preparation was equal to our High School Course.

Those who had completed two years of any course in our High Schools, and those who passed satisfactory examination on the academic equivalent thereof were admitted to the Junior

class. It will be observed that no distinction was made between graduates from the four years' Course and those from the three years' Course. The Senior class was large—the Junior class unprofitably small.

The urgent demand for broader culture,—for more extensive scholarship, led the Board of Education still further to modify the conditions of admission, so that now, graduation from the four years' Course or its scholastic equivalent is demanded for admission to the Senior class, while graduates from the three years' Course, or those who have completed three years of the four years' Course are admitted to the Junior class.

In classifying graduates of institutions of learning other than our public High Schools, examination is held on one or the other of our Courses or the equivalent, and the applicant is assigned according to her standing on such examination.

OBJECT OF THE NORMAL SCHOOL.

It will readily be admitted that this school was not established for any purpose of directly benefiting those who attend it, for their own sakes. The Board of Education would not claim any legal right to establish a school for the education of young people as teachers, that the persons so educated might thereby be better prepared to earn money. Such a school would be no more warrantable than a school of Law, of Medicine, or of Theology, all of which are clearly outside of what are understood as Public Schools. Only in so far as the pupils of the Normal School are to be prepared for teachers in our city schools is there any good ground for the existence of the school, or any legal warrant for the expenditure of money made necessary by its existence.

Ability to teach our city schools is as much the aim of all work assigned the members of this school, as is the instruction given by the Superintendent and others, in the Normal Institute, held the first week of the school year, for all teachers; as

much so as is the instruction given at the special Saturday meetings throughout the year.

Such being the objects of the school, it will be seen that, while the value of a teacher in almost any other position may, in a measure, be estimated by his success in carrying through the full Course a large ratio of pupils committed to him, the value of a Principal for the Normal School must be determined, in like measure, by his ability to induce those not naturally qualified for teachers, to withdraw from the school without graduation. His duty to the schools demands that, so far as he can, he prevent the graduation of inefficient teachers. His duty to the pupils demands that he inform them of such decision as soon as it is formed.

It is not desirable that the Normal School graduate a sufficient number to fill all vacancies arising in our schools. There are always teachers of experience seeking places here whose employment would be of great advantage. The Normal School cannot *make* teachers. Its province is to *train*, to educate those who are teachers by nature, so that time may be saved to the children entrusted to them.

In advising young ladies to withdraw from this school, I have sought to be faithful to the trust committed to me by the Board of Education, and at the same time to act the part of a friend to those over whose prospects I have been compelled to cast a cloud.

I think the Board of Education, on the recommendation of the Superintendent of Instruction, and the Principal of the school, should assert its authority to dismiss from the school those who, in the Normal School and in the Training Schools, prove that they are not to be such teachers as Cleveland seeks.

TRAINING SCHOOLS.

These schools are essentially a part of the Normal School. In many respects they may be said to constitute the most important part of it. It is here that the question of natural qualification

for teaching must, in the main, be determined. Here also must be learned the actual work of a primary school—the duties of a teacher. Here the pupil teacher meets the real difficulties with the actual opportunities of a teacher's position. Here it is that opportunity is furnished for the practice of what has been previously taught in theory. The means resorted to, devices employed in controlling a school, are learned in their practice.

While it is readily conceded that in this practice work the young ladies do thus manifest their natural fitness for teachers, and that they do, under the direction and criticism of able and experienced teachers, learn very much of the art of teaching and of control, the estimate formed is not always reliable. The means instituted to determine the special qualifications of these pupil teachers, as well as the means adopted for their training are not wholly satisfactory. The very fact that the experience is gained under the immediate and responsible supervision of the training teachers, who are, unconsciously, the managers of the schools, begets, in the pupil teachers, uniformity rather than individuality,—a desire to do just as has been done in their presence. The peculiarities of teaching, the methods and means of control are those of the training teachers rather than those of the pupil teachers. Whether the constant personal influence and presence of even the ablest teacher, especially when such presence indicates official authority and responsibility, are likely to develop the highest qualities in the learner is a question worthy of careful study. For the highest success, in the realization of her ideal, the teacher must work in her own way and make use of her own means, controlled only by the necessary laws of mental activity. Here as in all other fields the attainment of excellence must be through failure, very largely self-detected. Constant supervision, especially the pointing out of mistakes before these become recognized as such by the learner, seems to be destructive of true individuality.

But it must not be forgotten that these training schools are

as well schools for the training and teaching of children whose interests must not be jeopardized, for even so worthy a purpose as the preparation of future teachers. Hence the constant supervision of the work of the pupil teachers is a necessity. Whatever may have been the effect upon other interests, it has been the constant care of all, in any way charged with responsibility, that the children attending the practice schools suffer no injury.

To supplement the training of the Normal School, it is recommended that the Senior Class, in company with the Principal or Assistant visit, as often as twice each month, some one of our best Primary schools for the purpose of observation. The work done by the regular teacher, the methods of instruction, the discipline and all matters connected with the management and instruction of the school could be observed, and on return to their own school report might be made of what had been witnessed. Thus there might be created in the minds of our future teachers a better ideal than they are likely to obtain in a school subject to frequent changes of teachers. Thus might be seen, too, that excellence of work need not be stereotyped similarity. Again, the discussion or report of the visit would indicate the ability of the observer to note what might be done in her presence. The habit of making use of what one observes is not a small attainment in itself.

TEACHERS.

The school opened in September with Miss Margaret W. Morris as Assistant. The Principal and the Training Teachers were the same as last year.

Miss Morris is a graduate of the Cincinnati City Normal School, and it was hoped that, through her, our school would profit largely from the excellent training of that school. Ill health compelled Miss Morris to resign her position. The place was filled by the appointment of Miss Kate S. Brennan, a grad-

uate of the Oswego Normal and Training School. Previous experience in our Primary Schools rendered the services of Miss Brennan in this position peculiarly valuable. The appointment was eminently a good one. Her influence with the young ladies, her spirit of self sacrifice for the interests of the school, her patience, industry and energy, all render her most valuable in the place to which she has been appointed.

What was said of the efficient services of Miss Berger and Miss Stephan a year ago, may be taken as expressing my judgment of their work for the past year. Their task is a difficult one and they uniformly bring to the discharge of it commendable energy and zeal.

SPECIAL TEACHERS.

The instruction in Music, Drawing, and Penmanship, as heretofore, was given by the special teachers of these branches, Messrs. Stewart, Aborn and Root. These gentlemen each gave two lessons a week. When to the time thus devoted there is added the time imposed by these special teachers for the performance of work other than that accomplished during their hour of presence in the Normal School, it will be seen that no inconsiderable part of the whole time was occupied by these branches.

The work, I need hardly say, was well done. The most excellent spirit manifested by these gentlemen, in all their relations to the Normal School is worthy of the very highest commendation. I am very sure that their earnest work has been appreciated by the regular teachers and by the pupils, and that they have the thanks of all.

CONCLUSION.

I am happy to be able to state that the school is ready for more effective work than hitherto. The supply of some much needed apparatus and the commencement of a professional library give

us some of the means, while two years of experience has shown us how to correct many mistakes.

The thanks of the Principal are due, and are gratefully acknowledged to the Committee of the Board of Education on Normal School, for efficient co-operation and generous encouragement, to the Board of Education for the ample provision made for the wants of the school, and to the Superintendent of Instruction for oft expressed confidence and judicious counsel.

Respectfully submitted,

ALEX. FORBES.

September 15, 1876.

REPORT OF THE PRINCIPAL OF THE CENTRAL HIGH SCHOOL.

ANDREW J. RICKOFF,

Superintendent of Instruction :

SIR :—The following report of the progress and condition of the Central High School for the year ending June, 1876, is respectfully submitted :

The whole number of teachers employed was —

Men.....	4	Women.....	7	Total.....	11
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The whole number of pupils registered was —

Boys.....	133	Girls.....	233	Total.....	371
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The average number belonging (St. Louis rule) was —

Boys.....	122.4	Girls.....	206	Total.....	328.4
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The average of the enrollment for the several terms to compare with similar averages in previous reports, was —

Boys.....	127	Girls.....	214	Total.....	341
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The average daily attendance was —

Boys.....	118.5	Girls.....	197.0	Total.....	315.5
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The ratio of average daily attendance to the entire number registered was —

Boys.....	86 per ct.	Girls.....	84.5 per ct.	Total.....	85 per ct.
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The ratio of average daily attendance to the average term enrollment was —

Boys..... 93.3 per ct. Girls.... 92.0 per ct. Total..... 92.5 per ct.

The ratio of average daily attendance to the average number belonging was —

Boys..... 96.8 per ct. Girls..... 95.6 per ct. Total... 96.0 per ct.

The number in school the entire year, with the exception of brief absence from illness, was —

Boys 108 Girls 180 Total 288

being 76.3 per cent. of the entire registration.

There were in attendance at the close of the year —

Boys..... 107, being 77.5 per cent. of the entire registration.

Girls..... 189, being 81.1 per cent. of the entire registration.

Total 296, being 80.0 per cent. of the entire registration.

The number registered in the several classes, and the number remaining at the close of the year, with their respective ages, was —

	A.	B.	C.	D.	Total.
Registered	29	53	102	187	371
Remaining.....	25	44	78	157	304
Ratio	86.2%	83%	76.4%	84.2%	82%*
Average Age.....	17.4	16.9	16.0	15.1	15.8

The average age of the pupils was —

Boys 15.6 years. Girls..... 16 years. Total..... 15.8 years.

The average age of the Graduating Class at the time of graduation was —

Four Years' Course.. 18.1 years. Three Years' Course.. 18.1 years.

Of the 187 pupils entering the School, 11 selected the Classical Course, 35 the Latin-English Course, 48 the German-English Course, and 93 the English Course. Of those choosing the English Course, but 17 were boys.

* The discrepancy in ratio between this and the previous item, comes from the fact that the first is taken from the last monthly report which ends the week before the last. After this several re-entered for the final examinations, and from the number present at the final examinations, the numbers remaining in the several grades are taken.

The age of pupils at the time of registration was—

	Age—12.	13.	14.	15.	16.	17.	18.	19.	20.	21.
Boys	0	12	19	36	32	25	13	1	0	0
Girls	3	4	34	54	56	45	29	6	1	1
Total	3	16	53	90	88	70	42	7	1	1

Of the 371 enrolled in the school in the course of the year 1875-6, exclusive of the graduates, 105 are not registered in the beginning of 1876-7, being a loss by withdrawals from the beginning of 1875-6 to the beginning of 1876-7 of 28.3 per cent. of the entire registration—a somewhat smaller ratio of loss than in the preceding year.

The cost of instruction per pupil on the basis of the average number belonging, and charging to the school the portion it received of the services of Messrs. Stewart and Aborn was \$45.28, being nearly six dollars less per pupil than last year. In this estimate the entire salary of the Principal is charged to this school although a considerable portion of his time was used elsewhere.

At the close of the year forty-one pupils graduated from the school of whom twenty-five were graduates of the Four Years' Course. The names of the graduates of the Four Years' Course are marked with a star (*) in the following list :

GRADUATES OF 1876.

GEORGE EDWARD COLLISTER.*	BERTHA GERTRUDE AIKIN.
FREDERICK CHARLES DORNER.*	CORA MARION BARKWILL.
FRANCIS ASA EMBERSON.	ANNA JANE BELL.
CHARLES H. GALE.	MARY ELISHABA BETTS.*
HENRY DANIEL HARWITZ.*	JULIA CAROLINE BLACK.*
ANSLEY DAVIS HYMAN.*	MARY JANE BRIGHT.
EVERETT MARSHALL.	ABBIE ELIZA CHAMPNEY.
ADAM NICKEL.*	LAURA ELIZA CLAKE.
WILLIAM ALBERT PARDEE.*	CLARA COLMAN.*
WALLACE McCAULEY PATTISON.*	CHARLOTTE LYDIA CRAIG.
CHARLES ROSENWASSER.*	NELLIE BRADFORD FOGG.*
FRANK OTHO SPENCER.*	ELEANOR GERTRUDE HILDEBRAND*
MATTIE AUGUSTA AIKIN.*	MARY ELEANOR HOLLADAY.*

MARTHA REBECCA HOUSE.*
MINNIE SHERLOCK JOHNSTON.*
ELLA MARIA JONES.*
JANE SUSAN MARSHALL.
JENNIE WILSON PAPWORTH.*
HELLEN PRATT PROUDFOOT.*
JENNIE DENTON PULLEN.*
EMMA ELIZABETH REDING.*

HATTIE EMILY TERREL.
ANNA THOMAS.
JOSEPHINE AUBE WALLER.*
AMELIA WANGERIEN.*
FRANCIS RACHEL WILCOX.*
VICTORIA ADELAIDE WILLSON.
RUTH A. DRAKE.

HONORARY EXAMINATION QUESTIONS.

During the year, a somewhat important modification in our usual monthly and final examinations has been made by the addition of "honorary questions" to the ordinary *pass* lists set for the purposes of graduation. The ordinary questions, as heretofore, were confined to the matters of class instruction, and to not too difficult deductions from these—such questions as the average pupils who had been properly diligent could answer without any very severe effort of thought. The honorary questions have been intended to prompt to something beyond the attainment of the "eternal average,"—to offer an opportunity for higher effort to those of more than ordinary ability or aptitude for certain studies, and to stimulate them to research beyond the usual school text-books and class instructions, while suggesting to all the existence of wide fields of human knowledge not explored in their school experience.

A few copies of questions used at monthly examinations at various times and in various branches of study, are inserted here as specimens of what has been attempted. The time permitted for answering these sets of questions was two hours, except for the set in Geometry, for which four hours was allowed. The experiment has been attended with a larger measure of immediate success than was anticipated. A respectable number have at every examination attacked these often difficult questions with success, and the proportion of those who attempted them became perceptibly greater as the year advanced.

CICERO.

SIXTH MONTH, May, 1876.

1. Under what circumstances was the fourth oration against Catiline delivered? Give an outline of its arrangement.

2. Translate :

Erat Italia tunc plena Græcarum artium ac disciplinarum, studiaque hæc et in Latio vehementius tum colebantur quam nunc eisdem in oppidis, et hic Romæ propter tranquillitatem rei publicæ non neglegebantur. Itaque hunc et Tarentini et Regini et Neapolitani civitate ceterisque præmiis donarunt; et omnes, qui aliquid de ingeniis poterant judicare, cognitione atque hospitio dignum existimarunt. Hac tanta celebritate famæ cum esset jam absentibus notus, Romam venit Mario console et Catulo. Nactus est primum consules eos, quorum alter res ad scribendum maximas, alter cum res gestas tum etiam studium atque auris adhibere posset.

3. Parse: Artium, Romæ, civitate, cognitione, Romam, scribendum, and analyze the first sentence.

4. Translate: Vel pace, vel bello, clarum fieri licet; et qui fecere, et qui facta aliorum scripsere, multi laudantur. Sed ea tempestate coepere se quisque extollere, magisque ingenium in promptu habere. Nam regibus boni, quam mali, suspiciores sunt, semperque his aliena virtus formidolosa est. (From Sallust.)

5. Translate into Latin: L. Catiline, born of a noble family, was of great strength both of body and mind, but of a wicked and corrupt disposition.—Therefore at home and abroad good manners were cultivated.

Since these things are so, what reason is there why you should doubt about his citizenship?

6. Translate :

Mithridates autem omne reliquum tempus non ad oblivionem veteris belli, sed ad comparationem novi contulit: qui [postea] cum maximas aedificasset ornassetque classis exercitusque per-

magnos quibuscumque ex gentibus potuisset comparasset, et se Bosporanis finitimis suis bellum inferre simularet, usque in Hispaniam legatos ac litteras misit ad eos duces quibuscum tum bellum gerebamus, ut, cum duobus in locis disjunctissimis maximeque diversis uno consilio a binis hostium copiis bellum terrae marique gereretur, vos ancipiti contentione districti de imperio dimicaretis.

7. Account for all the subjunctives in the passage.

* Translate : (new passage.)

Pacet igitur mihi, patres conscripti, legionis Martiae militibus, et eis qui una pugnantes occiderunt, monumentum fieri quam amplissimum. Magna atque incredibilia sunt in rem publicam hujus merita legionis. Haec se prima latrocinio abruptit Antoni; haec tenuit Albam; haec se ad Cæsarem contulit; hanc imitata quarta legio parem virtutis gloriam consecuta est. Quarta victrix desiderat neminem: ex Martia non nulli in ipsa victoria considerunt. O fortunata mors, quae naturae debita pro patria est potissimum reddita! Vos vero patriae natos judico: quorum etiam nomen a Marte est, ut idem deus urbem hanc gentibus, vos huic urbi genuisse videatur. In fuga foeda mors est.

NOTE.—*Martia* was the name of one of the legions.

† Translate into Latin: Sallust wrote an accurate account of the conspiracy of Catiline, and how it originated, giving the character, not only of its author, but also of his accomplices. Cicero feared that Catiline would subvert the government, and therefore formed plans to protect the highest interests of the commonwealth.

GEOMETRY.

Second Year in High Schools. Five Months' Study.

FOURTH EXAMINATION, February 7, 1876.

1. Define and draw figures of the various quadrilaterals.
2. Demonstrate the measure of the three angles of a triangle with a construction formed by drawing a line through the vertex of an angle parallel to the opposite side.

3. Define six functions of the circle and illustrate them in a single figure.

4. On a given line describe a segment that shall contain a given angle.

5. Demonstrate Prop. 16, B. IV. Legendre.

6. State without figure the mode of demonstrating that when two chords intersect in a circle the rectangle formed by the segments of the one equals the rectangle of the segments of the other.

7. Demonstrate that the lines which join the centres of opposite sides in any quadrilateral mutually bisect each other.

(Prop. not contained in the text-book, but previously given for original work.)

HONORARY.

8. (New Prob.) From an isosceles triangle cut off a trapezoid which having the same base as the triangle shall have the remaining sides equal.

9. (New theorem.) Demonstrate that if two secants intersect each other at right angles, the sum of the squares of the secants and their external segments, will equal the square of the diameter of the circle.

BOTANY.

SIXTH MONTH, May, 1876.

1. Give the most important characters of the orders Ranunculaceæ and Liliaceæ, and name some common species of each.

2. Describe from memory *Dicentra cucullaria*, and give its order, showing what of the characters are ordinal.

3. I find a plant with a tuberous root, stem about a foot high, bearing above its middle a whorl of three large green sessile, net-veined leaves of rhombic figure, a single flower with three green sepals, three white petals, considerably larger than the petals, and streaked sometimes with rose color, six stamens with long introrse anthers, and a free three-celled ovary with

sessile three-lobed stigma. What is the plant, and to what order does it belong, and why not placed in another order very similar to it?

4. By what characters will you distinguish an Endogenous from an Exogenous plant?

5. Define the terms Perianth, Petiole, Stipule, Anther, Siliqua, Monopetalous, Free, Distinct, Peduncle, Radical.

HONORARY.

* Illustrate by figure all terms of question 5th, and see how many you can combine in one figure.

† Draw a figure of *Erythronium Americanum*, and give *plans* of the parts on which the characters of the order depend.

PHYSICS.

THIRD EXAMINATION, December, 1875.

1. Give the laws of liquid pressure, and find the pressure on one side of a cistern filled with water, five feet square and twelve feet high.

2. What is specific gravity? What the standard for liquids and solids? How is that of solids found? Why?

3. Find the weight in sulphuric acid sp. g. 1.75 of a piece of lead weighing 150 grms. and having sp. g. of 11.

4. Describe an overshot water wheel and the common pump, giving a drawing in each case, and stating the principle.

5. Give Mariotte's law. How high could a fluid of sp. g. 1.35 be raised in a common pump when the barometer stands at 29.5 inches?

6. A nugget of gold in quartz weighing 575 grs. has a sp. g. of 8.6. How much gold in it, the sp. g. of gold being 19.5 and that of quartz 2.7?

CHEMISTRY.

THIRD EXAMINATION, December, 1875.

2. Give symbols and atomic weight of the elements in the class to which phosphorus belongs. Give symbols of their similar compounds with O. and H.

2. Give sp. g. of CO_2 , NH_3 , HCl . and H_2 . (vapor) with the principle on which it is easily obtained.
3. How is charcoal made? How coke? How was bituminous coal formed? What change is common to all these operations?
4. Give mode of liberating CO_2 , with the reaction, and the percentage composition of the source of CO_2 .
5. Give two valuable properties of charcoal, and one each of phosphorus and antimony, with the uses for which these properties fit them.
6. Give and illustrate the difference between Rational and Empirical Formulæ.
7. Give a test of Cl, I, O, As, and Sb, stating how to apply the tests, and also the properties involved.
8. Give the process of obtaining either P or Sb from its source, showing the chemical principles involved in the process.

MENTAL PHILOSOPHY.

THIRD EXAMINATION, December, 1875.

1. Define the faculty of Thought. Whence its materials? What the nature of its results?
2. What thought process is fundamental to all the rest? Show why it is so.
Illustrate the part which Imagination plays in Reasoning.
3. What method of reasoning would you adopt in establishing a natural law? in settling a matter of fact? in accounting for a particular phenomenon? Why? (for each).
4. Give the three most important precepts for the cultivation of Reasoning, and show the reason of each.
5. Illustrate the difference between *content* and *extent* of the concept. In what does *probable reasoning* differ from *demonstration*?
6. Give a clear illustration of the Inductive process in its various stages, and show how, in its course, the other mental faculties co-operate with Reason.

INTRODUCTION OF HONORARY RANKS.

Partly as a corollary to this change in the examination questions, a change has been made in the form and the spirit of the record and announcement of the results of the final examinations. In place of stating results as heretofore in percentages, pupils who succeed in the examination are assigned to four ranks as having passed, passed with credit, with high credit, or with highest credit. The attainment of either of the two highest ranks requires excellence in the honorary questions in addition to highly meritorious work on the pass list. The highest rank of all is reserved for those who, in addition to work substantially perfect in the ordinary questions, complete all the honorary work creditably. Its value as a distinction is not likely to be cheapened by too numerous sharers.

We anticipate some considerable advantages from this change. It certainly furnishes a powerful and quite legitimate incentive to the best minds in every class by offering them high rank which they may attain by extra effort, and that too without lessening any credit due to competitors.

It seems likely also to lead pupils to more healthful comparisons of their attainments with what they ought to attain as their teachers estimate it, instead of limiting their views to a humble comparison of themselves with a few intimates. It breaks in rudely upon the comfortable habit which indolent pupils have of comparing themselves with the persons next above them and thinking that the difference is not very great; and when such pupils see some of their friends rewarded with rank, they become less easily satisfied with the mediocrity of a mere pass mark.

An incidental advantage will be likely to accrue in breaking up the reliance of pupils on percentages, shared in unconsciously too often and too largely by teachers, and in fixing their attention on high scholarly attainments. Every considerate teacher knows that sixty per cent. on some sets of questions may indi-

cate greater strength of scholarship than ninety per cent. on others ; yet this fact is too generally lost sight of in practice,—while to the pupil, who usually rates questions as difficult or easy according to the state of his knowledge, or to his ability to think, ninety or one hundred per cent. is high and sixty per cent. low, no matter on what questions obtained. In fixing honorary rank, however, full regard may be had, and indeed always should be had, to the nature of the questions, and thus the examiners be left at more complete liberty to propose questions which may stimulate inquiry and rouse to thought. For, when a rigid per cent. standard is held for a pass, the temptation is almost irresistible to adapt the questions to the ability of the class to answer rather than to the requirements of sound scholarship, and thus in effect to change the standard of scholarship to suit classes. It is much better to make questions for a high grade of scholarly acquirement, and then to *pass* at a lower rate the worthy but dull pupils, while awarding honors to the more able; and doubtless the result would be to afford a more effective stimulus to effort, while furnishing a more equitable means of graduation.

IMPROVEMENTS IN METHOD AND ARRANGEMENT.

During the past year a most gratifying improvement has been made in our method of teaching Algebra and Geometry,—an improvement following the direction indicated by the criticisms on our methods which were embodied in my last report. The complete success which attended the experiment was largely due to the very intelligent co-operation of the two ladies having charge of the sections of these large and important classes. In Geometry it would undoubtedly be profitable to go much farther than we have yet ventured in the direction in which we have started, and to make the work of the pupil more largely an effort at discovery and less one of recollection ; but this would require that a longer period be devoted to the study with possibly somewhat less frequent recitations, that time may be allowed for the

pupils to *grow* into the habits of thought which real geometrical study requires.

And this again brings us to face a need which every year forces more clearly upon us, the need of arranging our High School studies more thoroughly in widening circles rather than in oft interrupted lines. To the fact that our language studies are now thus arranged is probably due most of their acknowledged superiority as means of culture. The remaining branches, after having been pressed with much vigor for from a third of a year to a year, are dropped completely, and useful mental habits that were in process of formation are left to fade out, or to be overlaid by others somewhat different. This waste of educational effort might, it would seem, be avoided by arranging our studies so as to lead into one another, as is done to some extent now, but by dropping such branches as cannot be so arranged, and then, when a study has been considerably advanced, continuing it through the remainder of the course by occasional recitations duly provided for, ending, it may be, with a general examination on the entire studies of the course as a requisite for graduation.

This is the gravest matter which claims our attention at present, and it is to be hoped that after giving it proper consideration we may be ready with a judicious plan for action.

Very respectfully submitted,

S. G. WILLIAMS.

REPORT OF THE PRINCIPAL OF THE EAST HIGH SCHOOL.

ANDREW J. RICKOFF,

Superintendent of Instruction:

I submit the following report of the East High School, for the year ending June, 1876:

Number of teachers employed:

Men 2 Women 1 Total 3

In addition to the above, Mr Esch was employed half of each day, the rest of his time being given to another school.

Number of pupils registered :

Boys 49 Girls 35 Total 84

Average number belonging :

Boys 41.8 Girls 33.2 Total 75

Average daily attendance :

Boys 40.5 Girls 31.9 Total 72.4

Percentage which the daily attendance is of the number belonging :

Boys 97 Girls 96 Total 96.5

Number in school the whole year, excepting brief and necessary absence :

Boys 34 Girls 32 Total 66

being 78.7 per cent. of the whole number registered. Of those registered, there remained in the school at the end of the year :

Boys 37 being 75.5 per cent.

Girls 33 being 94.3 per cent.

Total 70 being 83.3 per cent.

For the previous year, there remained, at the end of the year :

Boys 90 per cent. Girls 84 per cent. Total 86.8 per cent.

Our failure to hold the pupils this year as well as the last, is doubtless owing to two causes :

1. The necessity, which "hard times" has placed upon some of our best pupils, of dropping school-work for work giving more immediate returns in personal or family support.

2. An unyielding support of the special teachers. The investment was a good one, unity being the strength of all institutions, etc.

Following, is a list of the graduates of the school ; graduates of the four years' course being designated by a star (*) :

CLASS OF 1873.

MORTON W. COPE,
HELEN L. HAWLEY,
LOUISA HILLS,
MARY J. STARK,

JUDSON E. STRONG,
EMMA HENRY,
IDA A. SMITH,
ALICE WASHINGTON.

CLASS OF 1875.

CHARLES N. CRAMER,*
 WILFRED T. HART,*
 HATTIE M. BAKER,
 NELLIE J. BIGELOW,*
 MATTIE O. HAYWOOD,
 ELLA M. JACOBS,*
 CORA A. SPRAGUE,*

GEORGE L. DAKE,*
 ANDREW O. JAMES,*
 HYLAS S. JAMES,*
 MAGGIE A. EARLY,*
 CORA M. HOWER,
 HELEN LUSSENDEN,
 NETTIE M. WHALEY.

CLASS OF 1876.

JOHN J. ABEL,*
 JENNIE I. BUCHER,
 MARY CAIENS,

ELFRED P. NORRIS,*
 ANNA L. CADY,
 ELLA HILLS,

MARY J. SIMMONS.

The following table covers the record of the school, in regard to the items therein mentioned, since the school came under its present management :

	1872-3.	1873-4.	1874-5.	1875-6
Number of Pupils Registered during the Year..	79	58	76	84
Number Remaining at the End of the Year ...	46	44	66	70
Average Number Belonging for First Term.....	64.6	46.1	67.1	78.2
Average Daily Attendance for First Term	62.7	44.3	65.6	76.0
Average Number Belonging for Second Term..	66.2	52.2	65.0	75.0
Average Daily Attendance for Second Term...	63.7	49.7	61.1	71.4
Average Number Belonging for Third Term...	46.7	45.3	65.9	70.6
Average Daily Attendance for Third Term	44.8	43.3	62.9	68.7
Average Number Belonging for the Year.....	59.8	47.7	66.0	75.0
Average Daily Attendance for the Year.....	57.4	45.8	63.4	72.4

The plan of single daily sessions has been tried in the East High School for five years; in the other High Schools for two years. With us, it has stood the test. At first, it was deemed an innovation, and, as such, met with some opposition. I think it safe to say that it is now looked upon by pupils and parents as one of the most valuable legacies of the Village Board, which, at first approved, and afterward *maintained* the plan. When

the village of East Cleveland and the city of Cleveland were annexed to each other, the plan was continued by special action of the city Board of Education. The time of the pupil during the daily session being largely occupied by recitations and other exercises, much of the expected preparation of lessons must be done at home. This is inevitable, and not undesirable. It could not be avoided by having two daily sessions. Other considerations being equal, the plan that will most facilitate this home-work is preferable. Boys and girls must have recreation, they ought to have it, and at all events, they will have it. Innate propensities of children, supported by the convictions of sensible parents, form a combination more potent than any schoolmaster's dictum. When the pupil is housed until four o'clock, the boy has no time for foot-ball or other athletic sports. Supper and sunset place themselves across that road, and the boy is too often turned to after-dark amusements, away from study, away from home. "Society" calls as imperiously for service from the Misses of our High Schools as from their mothers, often more successfully. We may smile at the fact, but the fact survives the smile. If, by a four o'clock dismissal from school we prohibit the payment by daylight, home-study is too often given up that the demand may be paid in the evening. The young lady may be *at home*, but not for Homer, Virgil or Euclid. It need not be mentioned, that the hour immediately after school is closed is unfit for study. These difficulties are not fanciful or phenomenal, but real and common. They are most keenly felt during the short days of winter, which include most of the days of our school year, and will not be less when the pupil has to travel from the Heights to Willson avenue. During the longer and warmer days, the hours from two to four are comparatively unprofitable for study or recitation. At all seasons, the hours of "nooning," from twelve to two, are difficult to utilize—they are largely wasted. How well these objections have been removed by the single session, they best know,

of course, who have most carefully studied the subject. Their verdict is, I think, that great improvement is manifest. Others must accept this testimony or investigate for themselves. The most plausible objection, and the one most persistently urged, is that of injury to health from the want of a warm meal at noon. To this, I used to reply that very few pupils live near the school house. To get the warm meal, the rest would have to hurry home, eat the meal, hurry back to school, and then attempt the double feat of digestion and study at the same time. Experience has abundantly proved, that, for the performance of this feat, the average pupil is wholly incompetent. I do not often hear this objection now, but after five years of trial, careful inquiry among parents and physicians fails to reveal any increase of dyspepsia or similar ailments among our pupils. On the other hand, I find ample proof and free acknowledgment of an improved mental and moral condition directly traceable to the change under consideration. Parents like it, pupils like it, teachers like it. I feel free to mention this liking of the teachers, because the notion, existing once, but expressed feebly, as though apologizing for its weakness and very existence, that the change was wholly in the interest of this over-paid and under-worked class, seems to have disappeared. The idea that the teacher enjoys delightful labor, until 2 P. M., and plays croquet, sings and dances the rest of the day, has apparently given way before the light of greater information. The good teacher does enjoy his work, but people are coming to know that there is a difference between life before the scenes and life behind the scenes. The mother who loves her four or five children and tries to do her duty by them, knows that when they are at school she is at work with hand and head and heart for them, and that even when they are at rest, she is still at work for them as truly as when they are in her personal presence. She enjoys her work, but recognizes the fact that it *is work*, and she *sometimes* stops to think that her work for four or five children,

whom she has under her care year after year, and with whose every peculiarity of character she is acquainted, is not immeasurably greater than that of the faithful teacher who has to care for forty or sixty like her own, with the disadvantage of having to study them while she is guiding them.

From various sources, I have received suggestions of a so-called Business Course, which will enable us, in about two years from the time of entering the High School, to turn out our pupils well qualified to enter the counting room. Without stopping to discuss the probability or possibility of doing this work in this time, or the more general one of the office of the High School in the preparation of practitioners for the several departments of business or professional activity, it may not be out of place for me to record the hope that the step will not be taken. It is for the interest of the community that as many as possible of the pupils in the public schools enter upon and complete a High School Course. If this statement be not correct, it seems to me that the High Schools should be closed at once, that their continuance cannot be justified. Every movement tending to make the pupil or parent satisfied with anything less than the best our schools can give is to be regretted. That such is the invariable effect of shorter courses is susceptible of easy confirmation. Many of our pupils and too many of their parents seem inclined to take the shortest cut to the possession of a High School diploma, quite regardless of the fact that it is worthless in itself, valuable only as the remembrancer or certificate of hard work faithfully done. If it be urged that many parents cannot afford to keep their children three or four years in the High Schools and that if satisfactory provision were made for the study of book-keeping, commercial arithmetic, etc., many who now do not enter the High Schools at all would spend one or two years therein, and if it shall appear that such statements are correct, let such provision be made, but not in the shape of a shorter course. These desirable studies may be made elective, so

that they may be chosen by the pupil or his parent in the place of certain other designated studies to be found in some of the courses already established. If, then, at the end of one or two years, the pupil is obliged to leave school, he has what he perhaps specially wanted, but he leaves school as any other member of his class would do. He has completed part of one of the High School courses, but is entitled to a diploma only when the whole course has been worked out. He is as well qualified for the duties of business life as if he had a museum of diplomas, and has not been subjected to the temptation of leaving school unnecessarily, nor has the Board of Education paid him a premium for thus leaving school. On the other hand, having finished half the course and being thus nearer the end as well as better qualified to appreciate the advantages offered by the High Schools, some of them will see their way clear for two years more, or, even if they cannot see the end, will take their chances and go forward. Thus, some who would have been disheartened by the apparent difficulties of a four years' course may be led to begin and finish such a course and enjoy the resultant advantages during the rest of their lives. It certainly is better to tempt pupils in the right than in the wrong direction.

I am, of course, not unmindful of the fact that these considerations weigh against our English course of three years as now established, and am quite prepared for the logical conclusion. That the existence of a three-years' course has had a bad effect upon each of our High Schools, I cannot doubt. The evil tendency has not been checked by the establishment of the Normal School, to which any kind of a Cleveland High School diploma secures admission. In nine cases out of ten, pupils expecting to teach will eagerly press toward that \$450 per year by the shortest practicable route. These considerations, together with the fact that the three years' course does not represent three-fourths as much work as either of the four years' courses and is not worth to the pupil more than half as much, may well call for future consideration.

I would earnestly call attention to the unsatisfactory results secured by a year's study of Chemistry. Upon inquiry, I have found that the same complaint exists in the other High Schools that I find in my own. The study is largely a mere loading of the memory — until the day of final examination. The effect is enfeebling instead of strengthening, just as the work is often irksome instead of pleasant. Some change should be made. I would recommend that the time given to the study be shortened, that the study be made elective, or that more abundant provision be made for teaching it in a way that will secure desirable results. Pupils seem to have little knowledge of how to handle chemical apparatus. Accidents are continually happening. Test-tubes, flasks and retorts cost money, chemicals are expensive. When the teacher finds it so hard to get these supplies renewed, he feels obliged to teach the class in the way that will make the supplies last as long as possible, rather than in the manner that will do the pupils most good, or the schools the most credit. I earnestly hope that you will not cease to urge this matter upon the attention of the Board of Education.

Two years ago we tried the plan of basing the determination of promotion upon a combination of the results of monthly and final examinations. A year ago, the plan was, for several reasons, given up. We now rely wholly upon the results of the final examinations. This plan presents several serious objections. Keeping, as we do, no record of daily recitations, relying largely upon the monthly examinations for information as to the work of the classes and pupils, and still ignoring their results in the final summing up, it is often difficult to secure the desired incentive to habitual good work on the part of an inevitable few. It is a well known fact that final examinations are not infallible tests. Unusual ability and ten months' faithful work may be buried in disgrace, because they were unable to cope successfully with the aching of a tooth. Mediocrity may cram more than genius can digest. Deceit may ride rough-shod over honesty and enkindle a fruitful doubt as to the "best policy."

Possibly these and other evils may be mitigated by giving weight to the teacher's judgment of the pupil's fitness for advancement. The teacher might, before the examination, divide the class into three sections, to be known respectively as *prepared*, *doubtful* and *unprepared*. The recorded judgment of the teacher in favor of a pupil who, for some unknown reason, has fallen below the minimum percentage fixed for advancement, might with propriety, it seems to me, be deemed so much credit on deposit to be drawn upon when needed. Daily earnings should be saved. We have the right, if not the duty to establish such a savings bank. The pupil against whom the teacher's judgment is recorded must rise above the established minimum far enough to convict the teacher of an error or to make good at the eleventh hour the work not done during the day. The note at the bank must be provided for as well as current expenses.

The action of the Board in establishing the High School Supervising Principalship having been repealed, I feel more free to speak of the matter than I otherwise could. The position was a difficult one, and I deem it a pleasant duty here to record my testimony to the extreme fairness and uniform kindness of Dr. Williams, while acting as Supervising Principal of High Schools.

The year has been marked by harmony between pupils, teachers and principal. There was manifest a unity of purpose and a cordiality of co-operation, long desired but hitherto unenjoyed. I congratulate myself that the corps of teachers has been retained for the coming year without change, and hope that the additional teacher rendered necessary by the growth of the school may possess the spirit of earnest work and mutual aid which has actuated those associated with me in the school during the past year.

Yours gratefully,

ELROY M. AVERY.

Cleveland, Aug. 1, 1876.

DRAWING — REPORT OF FRANK ABORN.

ANDREW J. RICKOFF,

Superintendent of Instruction:

SIR:—In accordance with your request I submit my first report on the progress of instruction in the department of Drawing in the Cleveland Public Schools.

Drawing is the language of form, or, in other words, it is a method of expressing or describing form by lines on a flat surface, and by it form may be expressed ;—in perspective, conventionally and geometrically. The ability to draw, then, depends upon our understanding of each of these methods of expression, and to plan a system of instruction in Drawing which is applicable to our graded schools, it was necessary first to determine in what order the study of the methods could be taken up, and to what extent, all things considered, each could be judiciously prosecuted.

Perspective, or Object Drawing, is the representation of things as they seem. By it all forms may be expressed, and it is useful alike to the lady in her boudoir and the blacksmith at his forge. It is a universal language.

Conventional Drawing is the expression of some or all the characteristics of the forms of objects, though not aiming at a pictorial expression of the real form. This kind of Drawing is used, principally, in ornamentation. The ability to express the form of an object conventionally involves the ability to express the true form of the object, and to rightly apply the same in ornamentation necessitates an understanding of the principles of ornamentation and to successfully apply these principles involves a cultivation of taste and judgment.

Geometric Drawing, or projection, is the expression of form on two planes of projection in such a way that all its dimensions, and the relative dimension of all its parts may be accurately ascertained from the Drawing. An understanding of Geometric Drawing, then, depends upon a knowledge of descriptive Geome-

try. It is true that quite young children may be taught to represent certain objects under certain conditions in projections, but I believe it will be readily conceded that the pupils in our Primary and lower Grammar grades could not be taught so that they would understand the underlying principles, and be able to apply the same in practical work. Furthermore, the expression of form by projections is more directly applicable to mechanics (it is in fact a distinct branch of mechanics.) It is, therefore, still more limited in its application than Conventional Drawing.

Regarding each of the three kinds of Drawing as I have described them it has seemed desirable, all things considered, to take up the study of the different methods of expression in the following order : *First*, Perspective ; *Second*, Conventional Drawing ; *Third*, Projections.

Having determined in what order the study of the different methods of expressing form should be pursued, it remained then to determine how the average pupil could be taught to express form by each of the methods mentioned above. In planning the scheme which we have adopted, and by which it is expected that the average child will be taught to express the form of common objects on a flat surface, we first sought to ascertain in what respects, if any, the recognized principles upon which is based the teaching of other elementary branches pursued in our common schools, are applicable to the teaching of Drawing. In the study of language the pupil is taught new words, and to combine words into sentences. In Drawing, the pupil is to be taught lines and to so combine lines that they express ideas. In teaching language, experience has taught us that we must deal with the child as we find him, and that we must lead him to talk and write about that in which he is interested. It is a notorious fact, too, that a pupil may have good recitations, and pass, at a high per cent., a difficult examination in English Grammar and, yet, use anything but correct language in ordinary conversa-

tion and be almost utterly unable to make any practical use of his technical knowledge of the subject. The same is true of Drawing. There are many persons who know, or who did know at one time, something of the rules of perspective, and who have made copies of quite elaborate drawings, as well as persons who, by taking time enough can make very good drawings of common objects, but who are totally unable to express the form of the simple domestic utensils which they see and use every day with that facility which alone makes the ability to draw of practical value. The child cares nothing for the abstract square, or any of the geometric rules, and if he learns to draw the former and to repeat the latter ever so perfectly he will never think of them or use them except in the class room. On the other hand, if the pupil can draw the things in which he is interested, he will draw all the time; that is, he will make mental pictures of actual and imaginary objects when he is about his play or work. The advantage to be derived from this constant and critical study of objects, even on the part of the youngest child, is inestimable.

In beginning the instruction of the youngest pupils we first teach them the names of the parts of the slate. This is done that they may make the lines, at least in the right part of the slate. We next teach them the names of the different directions, as: horizontal, vertical, etc. We then begin with the study of simple objects, such as the pupils have constantly before them, relieving them of all details. By steadily introducing new forms, conditions and details, we are enabled to hold the interest of the pupils, and we teach them to draw from objects readily and accurately. At present, Object Drawing is taught in the Grammar and Primary Schools.

CONVENTIONAL DRAWING.

The pupils having acquired the ability, by previous study, to express form as it seems, the next step, according to the plan we have marked out, is to teach Conventional Drawing. As this method of expressing form, taken by itself, would soon become

monotonous, and since its use is confined almost exclusively to ornamentation, its study can be best pursued in connection with ornamental designing. In the study of designing it seemed important: first, to teach the pupil to make a base for a design, then to break the surface thus divided, or arranged, by a simple arrangement of lines; then, by the study of simple natural forms, as leaves, ferns, etc., to teach the pupil the characteristics of these forms; and then, to apply these expressions of the forms to the surface previously prepared. When the pupil has learned how to treat natural forms as described above, the next step seemed to be to teach him some of the principles of ornamentation and, at the same time, to have him make ornamental designs for particular purposes to illustrate these principles. It is true that different people have different ideas of beauty, and there is great danger of overdoing instruction in this matter; but it should be the aim, while giving the pupil the utmost possible latitude, by careful, gentle criticism to lead him to think and to act for himself, unbiased and unrestrained. It is to be regretted that we have no museum where our pupils can see and study works of art, but it is better so, and that what they know and do should be the result of a natural development of the understanding, than that it should be a forced growth, or that all pupils should be run into the same mould, as it were, and simply reproduce the work of others. This is, in brief, the scheme which we aim to follow. Working in this way for these ends does not enable us to produce catching designs; but it does and it must *plant a seed that will grow and bear good fruit*. In this, our first attempt at designing, it is intended to give the pupils only a "cue," to make him look, to make him think. At present this subject is prosecuted by itself only one year, the first in the High School.

PROJECTIONS.

Having sown the seed of design, as it were, we next undertake, by a series of problems, to teach the pupils to represent

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simple objects on two planes of projection. The first problem of the series is to represent to a given scale a rectangular block having given dimensions. When this is done another problem is given, which is similar to the first, but which involves a new condition. It might be said that this first block is added to here, and cut off there, and that apertures of different sizes and in various places are cut in the sides and in partitions in the interior, until, as a result, we have a dwelling house in plan and elevation.

The study of projections in this way is directly applicable to the particular branch of industry with which every one has to deal to some degree sooner or later, and if one can make the drawings for a dwelling house in plan and elevation, with the cornices, chimneys, windows, doors, stairs, etc., in their places and proportions, he is possessed of a valuable practical knowledge of industrial drawing.

A PRACTICAL APPLICATION.

The pupils now know how to represent simple objects ; they know that ornamental designs should mean something and that they should be applied according to their significance, they have learned where the best material for design is to be had for the taking ; and they know how to represent a dwelling house in plan and elevation. We now give them the problem to find a site for a small dwelling house such as a young mechanic of limited means would be likely to build. The site for such a house must not be where land is too expensive ; it must not be too far from the centre of business ; it must be in a good neighborhood and within easy reach of church and school.

The class is allowed a certain time in which to find a site, and each pupil writes the locality he has chosen on a slip of paper and hands it in to be submitted to the decision of the class. At the next drawing lesson the teacher names the locality he finds written on one of the slips ; the class discuss its merits, and decide either to accept it or to look further, and so on

until either a site is found to which the class will agree, or until all the localities named have been submitted and rejected ; in which case the class try again until a proper site is found.

When the class has fixed upon the locality, the pupils prepare a report on the prevailing style of the houses in the neighborhood. These are read and discussed. The pupils are now allowed sufficient time for each one to make a sketch of the style of house he would recommend. These are handed in and several of them are reproduced on the blackboard. The class should then fix upon the style of the house, its dimensions, and the number of rooms it is to contain.

When this is done further time is allowed to make finished drawings in plan and elevation. After the drawings are complete, the class submit designs for wall paper or fresco, carpets, mantles, curtains and furniture. This brings the pupil in contact with practical problems, such as he is sure to be called upon to solve in the future.

When this house is complete the pupils are given the problem to construct a larger and more pretentious house in the same way. They may then be given the problem to construct a house making everything as simple as possible, but still not sparing expense. During the furnishing of the several houses the pupils are encouraged to visit the furniture stores and such dwellings as they may have access to, and essays are prepared and read before the class upon styles of furniture, arrangement of rooms, etc.

The designing of houses, and the furnishing of the same, is a field that will pay richly for the working. It affords excellent subjects for essays and compositions. It affords a means for the exercise of every faculty, and is a fusing, as it were, of all the branches studied into one. I shall not enlarge upon this, but here let me say, that I know that all this and more can be done in the common schools, and not consume more than one hour and a half per week of school time.

The above is only one of the many interesting and practical applications that may be made of the knowledge of Drawing already acquired. As time elapses the knowledge of the pupil is increased in ever widening circles, and at every successive stage his knowledge of principles and his practice is perfected.

DRAWING-BOOKS.

The feeling that everything the pupil draws must be preserved is almost universal, consequently it is accepted as an undisputed fact, that in order to study Drawing successfully he must work on paper, and in order to save trouble and enable the teacher to keep each pupil's work by itself and all together, and at the same time to show progress made, it is expected that every pupil in the public schools where Drawing is taught, must have a drawing-book. Because these drawings are to be preserved there is the very natural feeling that the books must *look pretty*; and in order that they may look pretty they must be neat, the lines must be fine and true, and the figures must be attractive.

All this tends more directly to encourage the manufacture of books than it does to the development of the pupil's understanding of Drawing, for how can a pupil be expected to learn the principles of a subject if, in the selection of the work given him to do, it is the first aim that it shall be something pretty; that is, something that will look well in the books, and if, while executing it, his whole energy be required to make nice lines and to keep his book clean; and if, as is really the case, at least sixty-six per cent. of the time devoted to Drawing be lost in erasing lines. The use of the slate is objected to because the pupils become careless and tire of the task when they feel that their work is not to be preserved. This carelessness on the part of the pupil is due to the nature of the work which is given him to do. In the study of Drawing as pursued in our schools it is the aim to give the pupil such objects to draw as he is interested in, and, by stripping them of details, to bring them down to his capacity. In this way we strive for and obtain his interest in

Drawing because he sees that he is learning to draw, not only the particular object which is now the study, but that what he learns in that is applicable to everything else. The saving of twenty cents to one dollar a year to each pupil by the use of the slate instead of the drawing-book, and the saving of trouble to the teacher by relieving him of the care of books and lead pencils, are further reasons for the use of the slate in the teaching of Drawing, but are so slight compared with the reasons before mentioned, that they may be entirely overlooked. In fact, I see no more reason for drawing in a book or on paper than I do for performing all arithmetical operations on paper; while, on the other hand, I see that the same effect has been, and is being produced to-day, upon the instruction in Drawing by the use of books as might be expected to result from the adoption of a similar course in the teaching of arithmetic. We have worked both ways, and I should consider it the greatest misfortune that could possibly befall the work in Drawing if the use of the book were again introduced.

TEACHERS' MEETINGS.

During the past year we have held sixteen teachers' classes each week at the various school buildings, thereby enabling the teachers to obtain regular instruction, and have the classes small enough to admit the instructors giving individual help to such as needed it. That by these meetings the teachers were taught to draw was not the best feature about them. Having a small number together who were well acquainted with each other, an opportunity was afforded for discussion and explanation of the work in hand, which was worth all it cost. These lessons were given in some cases from twelve to one o'clock at noon, and others from four to five o'clock in the afternoon. They were the most satisfactory ones that I gave during the year. The interest and spirit of these lessons has increased from the first.

EVENING SCHOOLS.

Having given, so far, a brief account of what we are doing in Drawing in the day schools, I will now beg your indulgence while I endeavor to present a scheme for the establishment of an Evening School for mechanics.

What we call the "natural mechanic" is a natural observer; he acquires book knowledge with difficulty, because while at his books his attention is distracted by what is going on around him, and away from his books he thinks of what he sees and hears, and not about what he has been reading—it cannot be called studying. For this reason the mechanic when a boy is a poor student, and leaves school generally at an early age. But this is not all, he not only leaves school when quite young, but he does so having a kind of contempt for all book knowledge and theorists. This opinion he holds until he has learned a trade, if he does learn one, and then he finds that he needs to know how to draw. He sees in his daily work the practical application of drawing, and is, therefore, anxious to learn it. It is generally believed that a knowledge of projections, that is, an ability to make working drawings, as they are called, is the only kind of drawing that is of any use to the mechanic. This is a mistake. The office of drawing is to express ideas of form, and the ability to make a rapid off-hand sketch showing how two parts would look when put together, since a working-drawing does not show that, would be of vastly more practical knowledge than a knowledge of projections, because of its ready application, and also for the reason that drawing in projections requires time, and is better done by a regular draughtsman. The ability to make off-hand drawings, too, would be of the greatest assistance to the pupil in studying projections, as it would be a means of ready explanation between the teacher and pupil.

Here, then, is a large, intelligent, earnest and thoughtful class of people, who have found something that they need to know and that they want to know. I would therefore suggest

that there be an Evening School established for the instruction of mechanics in off-hand object drawing. When the pupils have made sufficient progress in this to be able to use it I would recommend that a class be formed for instruction in projections. This kind of drawing is the representation of form on two planes of projection and I would teach it by means of a series of problems. These problems I would divide into three classes; namely, the representation of objects in which only lines occur that are parallel or perpendicular to one or both planes of projection; next, problems in which lines occur that are parallel to one of the planes of projection but make any angle whatever with the other; and last, problems in which lines occur that are parallel to neither plane of projection. I would not spend any time upon the study of Geometry, as such, or in the mere execution of geometric problems; but would introduce in the problems a regular series of conditions which would require an understanding of the more common of the geometric constructions, beginning with the most common and as soon as that was mastered introduce conditions requiring a knowledge of the next more useful construction, and so on. Together with this I would teach section drawing.

This, I believe, is a practical scheme for instruction in drawing; but drawing is not all that ought to be taught in such a school. The mechanic should understand the elementary laws of physics and chemistry, should know that physical phenomena and chemical reactions are not mere matters of chance, but that they are the result of fixed laws. To make the mechanic the intelligent workman he ought to be, it will be necessary to make him acquainted with these elementary laws, and teach him how to look up such matters for himself. But Drawing, Physics and Chemistry are not the only things in which the working men need help. It is important that the mechanic should be not only an intelligent workman but an intelligent citizen as well. He should *know* what part he is of the whole nation, and to

know that, he should know of what parts the government is composed and the relations of the parts. First, he should understand of what parts the city government is composed, how taxes are levied, through whose hands the money passes, and how it is appropriated. He should know what the duty of the Mayor is, what power he has, etc. He should then know how the City Government is related to that of the State, of what parts the State Government is composed, the duties of each part, and the relation of the State to the General Government. The pupils should study the relation of the different parts of the General Government to each other and their several duties. In this study all mere party questions might be omitted, and the work of the school confined to the study of things as they are. Such a school as I have described would be of incalculable value. It would reach a large class of intelligent, thinking men who are hungry for instruction in these matters, and who only need a start. To my mind the best brain power in the land is to-day lying dormant simply for the need of a little help. There is at the present time much said and written upon the matter of "Higher Education," Polytechnic Schools, etc., but it seems to me that if such a school as I have described above could be established in every large manufacturing center, that it would be the means of revolutionizing our industries and placing our mechanics and, therefore, the whole country on a higher plane.

CONCLUSION.

I cannot close this report without tendering my grateful thanks to the teachers of the Cleveland Public Schools for their hearty cooperation and earnest work during the past years, or without acknowledging, that if the work in Drawing in the schools of this city is a success it is all due to their aid.

Respectfully submitted,

FRANK ABORN.

MUSIC—REPORT OF N. COE STEWART.

ANDREW J. RICKOFF,

Superintendent of Instruction :

DEAR SIR : At your request, I herewith present my Annual Report of the work done in the department of Music :

Our work in Music, though similar to that of preceding years, has been more satisfactory than formerly, in so far as the teachers, by their own practice in singing, and by a better appreciation of the purposes of Music, have been more competent.

Parents too, from the liking of their children for Music, and from a knowledge of the fact that they are actually learning to read and sing Music as a language, have become more in sympathy with school work, and in nearly every case, instead of discouraging, have positively encouraged the children, have rejoiced in their progress, and thus, to the extent that parents are wont to express interest in school affairs, have greatly lightened the teachers' burden.

My twenty-three regular lessons per week (four in Central High, three in West High, three in East High, three in Normal, two to teachers and one each in the A Grammar), have not allowed sufficient time for supervising the work in other grades ; still, by occasional visits, the examinations, the weekly and monthly teachers' meetings, I have been able to keep the progress of the study in view, though not able always to give help where it was needed, and to push the work forward as rapidly as was desirable. The faithfulness of teachers, generally, has given assurance that work laid out for them would, to the extent of their ability, be well done, though it might not fall under the observation of any one else.

It requires considerable time, and to that extent is a hindrance, for new teachers to become accustomed to teaching music properly. But including new teachers, the cases of bungling, and of indifference as to whether the work was well done or not,

have been very few, and have been confined almost entirely to those teachers of whom I have spoken personally to you.

The manifest desire of teachers to better understand their work and qualify themselves for it ; the energy and cheerfulness they have displayed in taking the successive steps which alone would carry them to the end of their journey, viz : the work of each grade for the year—are worthy of hearty commendation.

The influence of the Normal School in giving us the necessary new teachers with better qualifications, is already felt. And from my knowledge of the class just graduated, and of the prospective one, I do not hesitate to predict that the influence will be felt still more strongly in the future.

In judging of the effectiveness of means, results must be taken in evidence. Granting the results of a course of study in music to be an improvement in the general appearance of the schools, less inclination to be disorderly, greater cheerfulness, better health, more zest in other studies and increased facility in mastering them, a stronger love for music, a desire to study only good music, an ability to sing at sight new tunes, difficult in proportion to the grade, to use the voice correctly, and to write tunes never heard before from hearing them sung, the singing with correct expression tunes which have been studied, thus evidencing an appreciation of the songs they sing, and the elevation of thought and refinement of feeling that association with, and appropriation of good and pure musical ideas must necessarily give, and, last, though it by no means gives more than an inkling of the real school work, the estimation of musicians and the public generally of the various performances in concert of the Normal, High and Grammar Schools ; if results mean these things, I say the conclusion must inevitably be, that the means have been very effective.

COMMENCEMENT EXERCISES.

The following music was sung at the Commencement exercises of the Normal and High Schools :

NORMAL.

"The Flower Greeting".....	Curschman.
"The Robin".....	Freitag.
"Night".....	Abt.
"Lift thine eyes".....	Mendelssohn.
"Beaming like the Star of Morn".....	Mercadante.

HIGH SCHOOL.

"Now elevate the sign of Judah".....	Hayden.
"How lovely are the messengers".....	"St. Paul."
"Thanks be to God".....	"Elijah."
"Gipsy Chorus".....	"Bohemian Girl."
"Now the roll of the Drum".....	"Daughter of the Regiment."
Class Song.....	Mietzake.

All the pupils of the High Schools sang (as is our custom), making a grand chorus of nearly five hundred voices, which was accompanied by the full Germania Orchestra.

The Chorus, on elevated seats, were placed at the extreme end of the large stage, thus making a space of about one hundred and fifty feet between the singers and the audience. The scenery was arranged to represent clouds, and with what seemed the mountain side full of gaily dressed people (a choir of angels) at the end of the valley made a sight of surpassing beauty. Although the music was well received by the audience, they did not hear it as it really was, because of the intervening distance, and the damaging influence of so much scenery and of open space overhead, which the magnificent proportions of the Opera House renders a necessity. If the same building be used again, there should be a sounding board constructed back of and over the singers, to condense the sound and throw it forward.

SINGING IN THE PUBLIC SQUARE.

The Fourth of July programme was composed entirely of National Hymns and patriotic pieces.

To witness nearly four thousand enthusiastic boys and girls, seated on an immense amphitheatre, constructed so as to concentrate the voices and yet bring each singer into full view and command of the conductor, with an immense military band to accompany, and with that energy, precision, quality of tone and following of baton which can result only from a proper understanding of music and intelligent practice, with full harmony, and in proper time and tune, and with myriads of waving banners, singing the Nation's songs on its Centennial anniversary to an audience of nearly one hundred thousand persons fully in sympathy with the performers and the occasion, was to be carried to an excess of emotion far beyond the expression of words, was to behold, indeed, a sight of an hundred years, and which was well calculated to give such overwhelming evidence in favor of free schools as could by no device of their bitterest enemies be gainsaid. Most certainly, the Honorable Board of Education and Superintendent are to be congratulated upon such a denouement of the schools under their charge.

SUGGESTIONS.

Although so much progress has been evidenced, yet I beg to make the following suggestions, which would much improve the work and which are entirely compatible with our "Course of Study," viz:

To be consistent, and in justice to pupils, the High Schools should have *graded instruction*, as in other studies. As it is now, the pupils cannot advance as they should and might, but are held back by the newly entering divisions. While the time is now by no means lost, yet, as pupils advance in grade they cannot advance in the knowledge of principles, and in the study of the kind of music that such advancement necessarily requires.

Again, supervising visits should be made certainly as often as once in two weeks, and this, with at least three lessons per week in the Normal School and in each grade of the High Schools makes the *appointment of a competent assistant a necessity*.

As the regular teacher must in every case be responsible for music in her own room, and should always teach her own class, and as the best results can only be obtained by the most perfect qualifications on her part, and as provision has been and still is made for the instruction of teachers, I would recommend, urgently, that as soon as it can be arranged for, a thorough examination in music of all teachers in our schools, should be held. This, it seems to me, will be a protection against routine work, and will stimulate to higher attainments in its practice, to greater knowledge of its functions, and to careful and continued investigation of the best method of teaching this science and art, which, though calculated to do so much for human happiness, is, in popular appreciation, and in the knowledge of the best means of teaching it, only in its infancy.

I would also recommend, as a great saving of time, and as a demand made by the present attainments of our schools, that *properly graded books* of exercises, for sight singing, vocal training and songs should be introduced into the A and B Primary and A, B, C and D Grammar Grades. They can be made to sell at a small price, and while they would so much facilitate the work, the children are eager for them, and parents I am satisfied, would cheerfully buy them.

I would also urge that *more time* be given to music in all of the grades. Its benefit as a recreative exercise, added to the necessity of more time to teach its principles and give them sufficient practice, demand more time, in view of the benefits it confers.

I would again, as in my last report, express an earnest desire that parents and the people generally, in some manner, shall be made aware of what is done in the schools, and thus brought, not only in sympathy with them, but become their certain helpers.

Very respectfully,

N. COE STEWART.

TABLE I,
Showing the Number of Teachers Employed, the Cost of Instruction, and the Enrollment and Attendance of Pupils for the Year ending June 23, 1876.

SCHOOLS.	AV. NO. TEACHERS.				COST OF INSTRUCTION.	BOYS.			GIRLS.			TOTAL BOYS AND GIRLS.		
	SPECIAL GERMAN.		CLASS TEACHERS.			Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.
	Males.	Females.	Males.	Females.										
Alabama . . . . .	. .	. .	. .	3.0	\$1,567 50	117	80.3	76.5	115	81.1	77.3	232	161.4	153.8
Bolton . . . . .	. .	. .	. .	5.0	4,180 50	156	123.1	115.6	150	118.5	111.3	306	241.6	226.9
Brownell	1.0	.5	. .	23.3	16,846 32	743	551.2	528.2	806	594.3	565.1	1549	1145.5	1093.3
Case . . . . .	.4	. .	. .	11.3	6,280 00	452	348.2	324.7	407	292.1	266.8	859	640.3	591.5
Charter Oak . . . . .	. .	. .	. .	2.0	1,100 00	90	57.4	53.1	74	45.3	40.5	164	102.7	93.6
Clark . . . . .	. .	. .	. .	4.0	2,188 00	152	98.9	93.2	164	110.3	103.5	316	209.2	196.7
Crawford . . . . .	. .	. .	. .	1.0	500 00	23	12.5	11.0	21	10.0	8.9	44	22.5	19.9
Dunham . . . . .	. .	. .	. .	1.0	550 00	30	16.9	15.9	37	25.4	23.8	67	42.3	39.7
Eagle . . . . .	. .	. .	. .	4.5	3,315 00	270	176.3	163.7	278	165.0	152.1	548	341.3	315.8
Euclid . . . . .	. .	. .	. .	3.0	1,750 00	83	62.2	56.7	94	64.1	58.1	177	126.3	114.8
Fairmount . . . . .	. .	. .	. .	4.0	2,202 00	133	95.9	88.2	134	96.1	86.4	267	192.0	174.6
Garden . . . . .	. .	. .	. .	2.0	1,100 00	76	55.4	52.4	77	53.0	48.8	153	108.4	101.2
Gordon . . . . .	. .	. .	. .	2.0	1,100 00	89	53.3	48.0	103	55.1	48.1	192	108.4	96.1
Hicks	1.2	. .	. .	11.8	7,410 15	411	296.8	281.2	425	305.5	288.2	836	602.3	569.4
Independence . . . . .	. .	. .	. .	.6	313 50	24	16.0	14.4	15	11.7	10.3	39	27.7	24.7
Kentucky . . . . .	.2	1.0	. .	15.0	11,508 00	407	315.8	301.1	459	367.8	347.8	866	683.6	648.9
Kinsman . . . . .	. .	. .	. .	1.4	766 00	64	40.4	36.0	49	20.9	26.1	113	70.3	62.1
Lovejoy . . . . .	. .	. .	. .	.9	300 00	41	24.2	21.7	21	14.7	11.1	62	38.0	35.0

Madison	7.7	6.3	.4	289.3	\$183,739 46	10203	7294.9	6856.2	9807	7128.7	6651.5	20100	14423.6	13507.7
Mayflower	1.0	. . .	. . .	21.3	13,008 26	697	535.1	513.0	651	518.4	495.5	1348	1053.5	1008.5
Meyer . . . . .	. . .	. . .	. . .	1.0	600 00	49	24.0	21.7	43	24.0	21.5	92	48.0	43.2
North . . . . .	. . .	. . .	. . .	9.3	4,706 75	299	209.4	192.2	269	195.8	178.6	568	405.2	370.8
Orchard . . . . .	.6	. . .	. . .	18.1	10,639 13	749	521.1	489.2	649	458.9	427.3	1398	980.0	916.5
Outhwaite . . . . .	.5	.9	. . .	20.6	13,089 43	734	538.7	506.6	699	500.2	466.5	1433	1038.9	973.1
Quincy . . . . .	. . .	. . .	. . .	2.0	1,050 00	68	47.6	45.2	71	49.5	46.3	139	97.1	91.5
Ridge . . . . .	. . .	. . .	. . .	1.0	550 00	26	12.2	11.2	21	9.1	8.3	47	21.3	19.5
Rockwell . . . . .	. . .	1.5	. . .	18.0	13,348 70	629	437.6	410.8	587	425.5	396.3	1216	863.1	807.1
St. Clair	1.6	. . .	. . .	16.3	11,293 01	604	436.8	409.9	533	389.2	363.6	1137	826.0	773.5
South . . . . .	. . .	. . .	. . .	1.0	550 00	31	22.5	20.7	28	19.2	17.0	59	41.7	37.7
Sterling	1.2	.4	. . .	22.3	15,446 33	715	543.2	513.3	718	561.3	526.1	1433	1104.5	1039.4
Tremont . . . . .	. . .	.8	. . .	15.1	9,171 00	552	373.6	352.4	549	393.3	370.1	1101	766.9	722.5
Unclassified . . . . .	. . .	. . .	.4	. . .	312 00	19	9.0	7.3	. . .	. . .	. . .	19	9.0	7.3
Union Mills . . . . .	. . .	. . .	. . .	2.0	1,050 00	79	50.0	44.5	77	43.4	37.1	156	93.4	81.6
Wade and Walton . . . . .	. . .	.2	. . .	11.2	6,184 88	373	274.1	259.8	397	282.1	266.6	770	556.2	526.4
Walnut . . . . .	. . .	. . .	. . .	10.0	6,175 25	297	213.6	198.3	326	241.9	224.6	623	455.5	422.9
Warren . . . . .	. . .	. . .	. . .	8.3	4,521 50	347	242.8	228.0	330	221.7	204.0	677	464.5	432.0
Washington . . . . .	. . .	. . .	. . .	12.0	6,831 25	436	292.7	271.9	362	253.8	235.8	798	546.5	507.7
Woodland . . . . .	. . .	. . .	. . .	2.0	995 00	59	34.8	31.7	52	31.5	27.8	111	66.3	59.5
Total Gram. & Prim.	7.7	6.3	.4	289.3	\$183,739 46	10203	7294.9	6856.2	9807	7128.7	6651.5	20100	14423.6	13507.7
Normal School . . . . .	. . .	. . .	1.0	1.0	3,268 00	. . .	. . .	. . .	51	43.2	42.0	51	43.2	42.0
Central High School . . . . .	. . .	. . .	4.0	6.8	14,315 00	138	122.4	118.5	233	206.0	197.0	371	328.4	315.5
West High School . . . . .	. . .	. . .	3.5	2.0	8,554 00	82	68.4	66.2	83	69.2	65.4	165	137.6	131.6
East High School . . . . .	. . .	. . .	2.5	1.0	5,100 00	49	41.8	40.5	35	33.2	31.9	84	75.0	72.4
Total Higher . . . . .	. . .	. . .	11.0	10.8	\$31,237 00	269	232.6	225.2	402	351.6	336.3	671	584.2	561.5
GRAND TOTAL	7.7	6.3	11.4	300.1	\$214,976 46	10472	7527.5	7081.4	10299	7480.3	6987.8	20771	15007.8	14069.2

TABLE II,

Showing Time of Continuance in School.

SCHOOLS.	BOYS AND GIRLS.												TOTAL NUMBER REGISTERED.
	Less than Two Months.	Per Cent. of the Whole Number Registered.	Two and Less than Four.	Per Cent. of the Whole Number Registered.	Four and Less than Six.	Per Cent. of the Whole Number Registered.	Six and Less than Eight.	Per Cent. of the Whole Number Registered.	Eight and Less than Ten.	Per Cent. of the Whole Number Registered.	The Entire Year.	Per Cent. of the Whole Number Registered.	
Alabama	34	14.7	32	13.8	21	9.0	22	9.5	52	22.4	71	30.6	232
Bolton	22	7.2	33	10.8	22	7.2	35	11.4	93	30.4	101	23.0	306
Brownell	139	9.0	217	14.0	161	10.4	142	9.2	309	19.9	581	37.5	1549
Case	82	9.5	126	14.7	84	9.8	106	12.3	247	28.8	214	24.9	859
Charter Oak	26	15.9	27	16.4	23	14.0	28	17.1	37	22.6	23	14.0	164
Clark	34	10.7	46	14.6	55	17.4	50	15.8	82	26.0	49	15.5	316
Crawford	8	18.2	12	27.3	5	11.4	7	15.9	11	25.0	1	2.2	44
Dunham	12	17.9	14	20.9	4	5.9	6	8.9	20	29.9	11	16.5	67
Eagle	82	15.0	102	18.6	59	10.8	94	17.1	106	19.3	105	19.2	548
Euclid	14	7.9	25	14.1	25	14.1	31	17.5	64	36.2	18	10.2	177
Fairmount	29	10.9	36	13.5	27	10.1	26	9.7	118	44.2	31	11.6	267
Garden	20	13.1	23	15.0	9	5.9	15	9.8	59	38.5	27	17.7	153
Gordon	45	23.4	28	14.5	31	16.1	30	15.6	40	21.0	18	9.4	192
Hicks	98	11.7	104	12.5	80	9.6	110	13.2	202	24.1	242	28.9	836
Independence	4	10.3	14	35.9	21	53.8	...	...	...	...	...	...	39
Kentucky	53	6.1	96	11.1	54	6.1	104	12.0	273	31.5	286	28.6	866
Kinman	20	17.7	16	14.1	16	14.1	21	18.6	30	26.6	10	8.9	113
Lovejoy	12	19.0	8	12.7	15	23.8	25	39.7	...	...	3	4.8	63
Madison	20	10.8	16	19.6	24	11.0	23	12.5	51	27.8	30	16.3	184

Mayflower . . .	112	8.3	131	9.7	103	7.7	130	12	13.0	13	14.2	10	10.8	92
Meyer	13	14.2	32	34.8	12	13.0	12	13.0	13	14.2	10	10.8	92	
North	70	12.3	72	12.7	53	9.3	77	13.6	194	34.1	102	18.0	568	
Orchard	145	10.3	233	16.7	138	9.9	160	11.4	295	21.1	427	30.6	1398	
Outhwaite . . .	145	10.1	218	15.2	118	8.3	227	15.8	348	24.3	377	26.3	1433	
Quincy	17	12.2	24	17.3	8	5.7	23	16.5	34	24.5	33	23.8	139	
Ridge	15	31.9	9	19.2	9	19.2	5	10.6	5	10.6	4	8.5	47	
Rockwell . . .	133	10.9	176	14.7	117	9.6	142	11.6	355	29.2	293	24.0	1216	
St. Clair	135	11.9	137	12.0	91	8.0	152	13.4	273	24.0	349	30.7	1137	
South	9	15.2	7	11.9	4	6.8	8	13.6	21	35.6	10	16.9	59	
Sterling	120	8.4	167	11.6	107	7.5	166	11.6	390	27.2	483	33.7	1433	
Tremont	132	11.9	173	15.7	101	9.2	125	11.4	314	28.5	256	23.3	1101	
Unclassified . .	13	68.4	6	31.6	19	10.2	21	13.5	45	28.8	15	9.6	156	
Union Mills . .	33	21.2	26	16.7	16	10.2	21	13.5	45	28.8	15	9.6	156	
Wade and Walton	76	9.9	130	16.9	56	7.2	90	11.7	141	18.3	277	36.0	770	
Walnut	55	8.8	77	12.3	69	11.1	100	16.1	201	32.3	121	19.4	623	
Warren	73	10.8	126	18.6	60	8.8	79	11.8	157	23.2	182	26.8	677	
Washington . . .	113	14.2	103	12.9	73	9.1	98	12.3	239	29.9	172	21.6	798	
Woodland	19	17.1	26	23.4	11	9.9	15	13.5	24	21.7	16	14.4	111	
Total Grammar and Primary }	2182	10.8	2868	14.3	1882	9.4	2533	12.6	5202	25.9	5433	27.0	20100	
Normal School .	3	5.9	3	5.9	3	5.9	2	3.9	20	39.2	20	39.2	51	
Central High . .	13	3.5	18	5.0	12	3.0	26	7.0	73	19.5	229	62.0	371	
West High	5	3.0	15	9.0	16	10.0	9	5.0	40	24.0	80	49.0	165	
East High	1	1.2	5	5.9	5	5.9	7	8.3	15	17.9	51	60.8	84	
Total Higher .	22	3.3	41	6.1	36	5.4	44	6.6	148	22.0	380	56.6	671	
GRAND TOTAL	2204	10.6	2909	14.0	1918	9.2	2577	12.4	5350	25.8	5813	28.0	20771	

TABLE III,
Showing the Degree of Regularity and Irregularity in Daily Attendance.

SCHOOLS.	BOYS AND GIRLS.												TOTAL NUMBER REGISTERED.
	Never Absent.	Per Cent. of the Whole Number Registered.	Absent Less than One-Half Day per Week.	Per Cent. of the Whole Number Registered.	Absent One-Half Day per Week.	Per Cent. of the Whole Number Registered.	Absent One and Less than Two Days per Week.	Per Cent. of the Whole Number Registered.	Absent Two and Less than Three Days per Week.	Per Cent. of the Whole Number Registered.	Absent More than Three Days per Week.	Per Cent. of the Whole Number Registered.	
Alabama	38	16.4	153	66.0	26	11.2	14	6.0	1	.4	. . . .	. . . .	232
Bolton	18	5.9	209	68.3	57	18.6	20	6.5	2	.7	. . . .	. . . .	306
Brownell . . .	135	8.7	1120	72.2	218	14.1	66	4.3	9	.6	1	.1	1549
Case	13	1.5	543	63.2	190	22.1	100	11.7	8	.9	5	.6	859
Charter Oak . .	3	1.8	80	48.8	54	32.9	22	13.4	5	3.1	. . . .	. . . .	164
Clark	12	3.8	268	65.8	65	20.6	26	8.2	4	1.3	1	.3	316
Crawford . . .	3	6.8	13	29.6	19	43.2	9	20.4	. . . .	. . . .	. . . .	. . . .	44
Dunham	7	10.4	41	61.2	15	22.4	3	4.5	. . . .	. . . .	1	1.5	67
Eagle	24	4.4	306	55.8	153	27.9	49	9.1	12	2.1	4	.7	548
Euclid	7	3.9	91	51.4	49	27.7	21	11.8	1	.6	8	4.6	177
Fairmount . . .	11	4.1	144	53.9	73	27.4	32	12.0	6	2.2	1	.4	267
Garden	1	.7	97	63.4	31	20.2	19	12.4	4	2.6	1	.7	153
Gordon	8	4.2	83	43.2	49	25.5	39	20.3	12	6.3	1	.5	192
Hicks	70	8.4	570	68.2	134	16.0	39	4.7	11	1.3	12	1.4	836
Independence . .	2	5.1	15	38.5	14	35.9	6	15.4	. . . .	. . . .	2	5.1	39
Kentucky . . .	61	7.1	666	76.9	106	12.2	26	3.0	6	.7	1	.1	866
Kinsman . . . .	. . . .	. . . .	48	42.5	46	40.7	19	16.8	. . . .	. . . .	. . . .	. . . .	113
Lovejoy	3	4.8	30	47.6	18	28.5	10	15.9	2	3.2	. . . .	. . . .	63
Madison	3	1.6	81	45.1	63	25.3	33	17.4	1	.8	. . . .	. . . .	246

Mayflower . . .	88	6.5	1077	79.9	135	10.0	30	7.6	1	1.1	. . .	. . .	92
Meyer	6	6.5	43	46.8	35	38.0	7	12.5	9	1.6	. . .	. . .	568
North	15	2.6	321	56.6	151	26.6	71	7.2	20	1.4	17	1.2	1398
Orchard	72	5.1	904	64.7	285	20.4	100	7.7	18	1.3	1	.1	1433
Outwaite	86	6.0	972	67.8	245	17.1	111	1.5	1	.7	. . .	. . .	139
Quincy	18	12.9	94	67.6	24	17.3	2	23.4	. . .	. . .	. . .	. . .	47
Ridge	1	2.1	16	34.1	19	40.4	11	8.2	10	.8	5	.4	1216
Rockwell	71	5.8	792	65.1	239	19.7	99	7.3	9	.8	7	.6	1137
St. Clair	46	4.1	778	68.4	214	18.8	83	13.6	. . .	. . .	. . .	. . .	59
South . . . . .	. . .	. . .	32	54.2	19	32.2	8	5.5	7	.5	1	.1	1433
Sterling	65	4.6	1031	71.9	250	17.4	79	6.9	15	1.4	3	.3	1101
Trenont	83	7.5	751	68.2	175	15.7	74	36.8	3	15.8	1	5.3	19
Unclassified	1	5.3	4	21.0	3	15.8	7	26.3	17	10.9	1	.6	156
Union Mills	7	4.5	50	32.0	40	25.7	41	2.9	8	1.1	1	.1	770
Wade & Walton	58	7.5	533	69.2	148	19.2	22	8.2	3	.5	1	.2	623
Walnut	34	5.4	391	62.8	143	22.9	51	9.0	8	1.2	5	.8	677
Warren	45	6.6	386	57.0	172	25.4	61	12.5	13	1.6	8	1.0	798
Washington	31	3.9	472	59.2	174	21.8	100	22.5	2	1.8	. . .	. . .	111
Woodland	4	3.6	36	32.4	44	39.7	25	7.7	238	1.2	90	.4	20100
Total Grammar and Primary }	1150	5.7	13183	65.6	3897	19.4	1542	. . .	. . .	. . .	. . .	. . .	51
Normal School	3	5.9	43	84.3	5	9.8	. . .	2.0	2	.5	. . .	. . .	371
Central High	54	14.5	276	74.5	32	8.5	7	4.0	. . .	. . .	. . .	. . .	165
West High	17	10.0	118	72.0	23	14.0	7	. . .	. . .	. . .	. . .	. . .	84
East High	9	10.7	73	87.0	2	2.3	. . .	. . .	. . .	. . .	. . .	. . .	671
Total Higher	83	12.4	510	76.0	62	9.2	14	2.1	2	.3	. . .	. . .	20771
GRAND TOTAL	1233	5.9	13693	65.9	3959	19.1	1556	7.5	240	1.2	90	.4	

TABLE IV,
Showing the Ages of Pupils in the Public Schools.

SCHOOLS.	AGES AT LAST BIRTH-DAY.																TOTAL NUMBER REGISTERED.
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Alabama	60	46	44	28	26	12	8	6	1	...	...	...	1	...	...	...	232
Bolton . . . . .	...	...	1	1	17	44	61	52	62	37	20	6	2	3	...	...	306
Brownell	194	158	157	159	169	195	140	165	121	57	23	11	...	...	...	...	1549
Case	183	149	133	119	104	68	59	27	13	3	...	...	1	...	...	...	859
Charter Oak	45	36	35	21	14	7	5	1	...	...	...	...	...	...	...	...	164
Clark	91	62	49	36	39	15	22	1	1	...	...	...	...	...	...	...	316
Crawford	12	9	7	7	4	3	1	...	1	...	...	...	...	...	...	...	44
Dunham	23	12	13	8	9	1	1	...	...	...	...	...	...	...	...	...	67
Eagle	157	91	117	76	49	27	18	6	6	1	...	...	...	...	...	...	548
Euclid	38	24	32	31	26	15	5	3	3	...	...	...	...	...	...	...	177
Fairmount	60	36	58	31	39	21	10	4	4	2	...	2	...	...	...	...	267
Garden	52	21	14	12	25	12	10	4	1	2	...	...	...	...	...	...	153
Gordon	60	44	33	31	12	7	2	3	...	...	...	...	...	...	...	...	192
Hicks	170	107	96	82	116	57	88	70	37	9	1	2	1	...	...	...	836
Independence	7	7	6	11	2	4	1	...	...	...	...	...	1	...	...	...	39
Kentucky	126	67	97	71	60	69	57	94	114	76	26	7	2	...	...	...	866
Kinsman	28	18	14	17	12	12	3	5	2	1	...	...	1	...	...	...	113
Lovejoy	13	4	10	4	6	4	7	7	3	...	5	...	...	...	...	...	63
Madison	41	38	27	25	21	15	12	2	3	...	...	...	...	...	...	...	184
Mayflower	272	194	185	161	158	107	124	80	11	10	5	...	...	...	...	...	1,448

TABLE V,

Showing the Number Registered in each Class of the Grammar, Normal and High Schools, the Number of the Same Remaining at the Close of the Year, the Number Promoted at the Annual Examinations, and the Number Promoted through the Year.

SCHOOLS.	A GRAMMAR.				B GRAMMAR.				C GRAMMAR.				D GRAMMAR.			
	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examin'n.	No. Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examin'n.	No. Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examin'n.	No. Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examin'n.	No. Thro' the Year.
Alabama																
Bolton	49	37	32	0	60	43	38	1	83	58	56	4	114	85	74	3
Brownell	61	60	53	0	86	69	64	9	120	89	79	16	221	145	126	13
Case													64	47	45	0
Charter Oak																
Clark																
Crawford																
Dunham																
Eagle																
Euclid																
Fairmount																
Garden																
Gordon																
Hicks									96	67	54	0	74	41	38	0
Independence																
Kentucky	88	79	75	1	154	112	105	2	56	46	44	0	102	81	62	0
Kinman																

TABLE VI,

Showing the Number of Pupils Registered in Each Class of the Primary Departments; the Number Remaining in Each at the Close of the Year; the Number Promoted at the Annual Examination in June, and the Number Promoted through the Year.

SCHOOLS.	A PRIMARY.				B PRIMARY.				C PRIMARY.				D PRIMARY.			
	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Exam in 'th.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Exam in 'th.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Exam in 'th.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at end of Year.	No. Promoted at An. Exam in 'th.	No. Promoted Thro' the Year.
Alabama . . . . .	..	..	..	..	66	49	47	0	66	47	33	0	100	76	52	0
Bolton . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Brownell	324	207	149	11	247	204	153	1	193	148	124	7	297	218	113	6
Case	128	91	72	0	167	128	108	0	160	113	98	1	340	258	169	7
Charter Oak . . . . .	..	..	..	..	30	22	22	0	45	31	30	0	89	63	23	0
Clark . . . . .	..	..	..	..	66	52	40	0	80	22	22	49	170	103	66	0
Crawford . . . . .	..	..	..	..	5	0	0	0	16	9	6	0	23	12	4	0
Dunham . . . . .	..	..	..	..	19	14	11	0	18	12	4	0	30	21	6	0
Eagle . . . . .	..	..	..	..	143	81	64	1	117	76	49	0	288	187	72	7
Euclid	54	40	36	0	49	38	26	0	29	25	27	0	45	33	14	1
Fairmount	72	48	44	0	45	38	36	0	73	60	55	1	77	50	49	1
Garden	34	24	16	0	30	21	16	0	29	20	17	0	60	42	26	0
Gordon . . . . .	..	..	..	..	3	27	0	0	92	22	16	29	97	75	35	0
Hicks	152	124	85	1	96	122	47	1	143	57	33	56	275	202	78	0

independence	136	103	84	0	66	110	47	0	99	54	43	54	165	105	45	48
Kentucky																
Kinsman	8	3	1	0	30	20	14	0	30	18	18	0	45	28	11	0
Lovejoy	4	2	3	0	13	6	9	0	8	4	6	0	38	19	27	0
Madison	37	26	21	0	30	20	9	0	37	25	25	0	80	51	20	0
Mayflower	167	120	108	0	237	186	150	1	251	205	158	0	438	346	169	3
Meyer													92	58	14	0
North	94	68	38	0	94	70	53	0	117	78	68	0	184	144	92	1
Orchard	196	111	97	1	234	158	133	0	254	191	148	1	545	420	205	1
Outhwaite	169	130	103	0	229	168	140	0	241	178	147	0	427	283	129	5
Quincy					27	21	16	0	35	24	17	0	77	65	45	0
Ridge	8	3	3	0	12	6	6	0	9	4	4	0	18	5	4	0
Rockwell	130	94	90	2	225	152	126	1	211	148	128	3	352	245	162	14
St. Clair	187	125	86	1	154	110	83	1	129	135	111	2	344	199	126	46
South													59	51	28	0
Sterling	174	133	109	4	253	200	161	3	209	155	144	1	359	270	139	0
Tremont	102	63	43	11	137	79	91	0	259	110	110	89	422	325	111	5
Unclassified	11	3	3	0	3	1	1	0	3	4	2	0	2	1	1	0
Union Mills	30	22	17	0	28	17	17	0	30	16	16	6	68	39	22	0
Wade and Walton	96	66	57	0	115	89	70	2	196	157	145	0	295	234	103	0
Walnut	68	60	38	1	64	51	33	0	130	96	66	0	168	139	67	0
Warren	40	24	24	0	136	86	86	0	151	106	86	0	328	261	117	0
Washington	123	68	52	0	122	118	76	1	186	92	71	37	219	160	88	0
Woodland	30	15	12	0	29	17	15	0	13	10	6	0	39	19	9	0
Total Primary	2574	1773	1391	32	3204	2481	1906	12	3674	2464	2053	336	6679	4824	2447	145

TABLE VII,

Showing the Number of Pupils Registered in the Several Classes of the Grammar and Primary Departments, and the Average Ages of the Respective Classes, for School Year ending June 23, 1876.

SCHOOLS.	GRAMMAR.								PRIMARY.								Average Age of Pupils of the Grammar and Primary Departments.		
	No. Registered in Class A, Eighth Year.	Average Age.	No. Registered in Class B, Seventh Year.	Average Age.	No. Registered in Class C, Sixth Year.	Average Age.	No. Registered in Class D, Fifth Year.	Average Age.	Total Grammar.	No. Registered in Class A, Fourth Year.	Average Age.	No. Registered in Class B, Third Year.	Average Age.	No. Registered in Class C, Second Year.	Average Age.	No. Registered in Class D, First Year.		Average Age.	Total Primary.
Alabama	66	9.9	66	8.0	100	6.6	232	8.0
Bolton . . .	49	14.8	64	14.0	80	12.8	113	12.1	306	..	..	..	..	..	..	..	..	..	13.1
Brownell . . .	70	14.4	93	13.7	116	12.9	204	12.0	483	310	11.2	268	9.4	197	7.7	291	6.6	1066	11.1
Case	63	11.7	63	129	10.9	167	9.6	150	8.2	350	6.8	796	8.5
Charter Oak	30	9.8	45	8.2	89	6.9	164	7.8
Clark	95	9.7	45	8.5	176	7.0	316	8.0
Crawford	5	9.6	16	9.2	23	6.8	44	8.0
Dunham	19	9.4	16	7.9	32	6.4	67	7.6
Eagle	143	9.8	123	8.2	282	7.0	548	7.9
Euclid	54	10.2	49	8.9	30	7.4	44	6.5	177	8.5
Fairmount	70	10.7	48	9.2	71	7.7	78	6.7	267	8.5
Garden	34	11.2	30	9.9	29	7.4	60	6.3	153	8.3
Gordon	32	9.0	63	8.5	97	6.6	192	7.6
Hicks	72	12.6	167	156	10.6	151	9.7	87	7.8	275	6.7	669	9.0
Independence	15	9.3	24	7.6	39	8.3
Kentucky . . .	99	14.5	152	14.0	56	12.8	101	12.0	109	134	10.0	124	8.4	74	7.4	135	6.2	467	10.6

Madison	450	14.3	724	13.8	1059	12.9	1734	12.0	3967	2539	10.9	3539	9.6	3437	8.3	6618	6.7	16133	9.2
Mayflower	41	18.2	10	17.1	102	16.0	187	15.1	51	165	10.7	237	9.4	255	8.2	437	6.6	1094	9.0
Meyer	29	17.4	53	16.9	102	16.0	187	15.1	371	169	10.6	227	9.4	245	8.1	425	6.6	1066	6.6
North	11	17.5	27	16.9	43	16.2	84	15.5	165	188	11.3	242	10.0	259	8.4	544	6.7	1233	8.9
Orchard	47	13.9	52	14.3	94	13.2	174	12.4	367	169	10.6	227	9.4	245	8.1	425	6.6	1066	9.4
Outwaite																			
Quincy																			
Ridge																			
Rockwell	59	14.6	78	13.6	57	13.5	106	11.9	300	126	10.9	226	10.2	213	8.7	351	6.9	916	9.8
St. Clair	43	13.6	50	13.3	113	12.5	117	11.8	323	185	11.0	158	9.7	172	7.9	299	6.5	814	9.6
South																			
Sterling	66	13.7	90	13.6	111	12.8	172	11.7	439	175	10.7	251	9.5	202	7.9	366	6.5	994	9.6
Trenont																			
Unclassified																			
Union Mills																			
Wade & Walton																			
Walnut	26	14.8	52	14.2	53	13.2	61	12.6	192	68	10.8	116	9.6	196	8.1	295	6.4	706	8.3
Warren																			
Washington																			
Woodland																			
Total Gram. and Prim.	450	14.3	724	13.8	1059	12.9	1734	12.0	3967	2539	10.9	3539	9.6	3437	8.3	6618	6.7	16133	9.2
Normal School,	41	18.2	10	17.1	102	16.0	187	15.1	51	165	10.7	237	9.4	255	8.2	437	6.6	1094	9.0
Central High	29	17.4	53	16.9	102	16.0	187	15.1	371	169	10.6	227	9.4	245	8.1	425	6.6	1066	6.6
West High	11	17.5	27	16.9	43	16.2	84	15.5	165	188	11.3	242	10.0	259	8.4	544	6.7	1233	8.9
East High	2	18.0	17	17.3	31	16.5	34	15.0	84	169	10.6	227	9.4	245	8.1	425	6.6	1066	9.4
Total Higher	83	17.8	107	17.0	176	16.2	305	15.2	671	2539	10.9	3539	9.6	3437	8.3	6618	6.7	16133	9.2

TABLE VIII,
Showing Average Daily Attendance in Each Grade of the Grammar and Primary Schools for the Year ending June 23, 1876.

SCHOOLS.	GRAMMAR.					PRIMARY.					GRAND TOTAL.
	A	B	C	D	Total Grammar.	A	B	C	D	Total Primary.	
Alabama							46.7	49.6	57.5	153.8	153.8
Bolton	40.9	47.9	59.3	78.8	226.9						226.9
Brownell	57.8	76.9	89.0	158.7	382.4	215.6	198.3	142.0	155.0	710.9	1093.3
Case				49.5	49.5	96.6	127.3	112.3	205.8	542.0	591.5
Charter Oak							20.4	30.6	42.6	93.6	93.6
Clark							65.8	31.7	99.2	196.7	196.7
Crawford							2.9	7.8	9.2	19.9	19.9
Dunham							14.6	12.2	12.9	39.7	39.7
Eagle							86.6	89.2	140.0	315.8	315.8
Euclid						36.9	34.8	21.1	22.0	114.8	114.8
Fairmount						49.8	33.0	54.6	37.2	174.6	174.6
Garden						24.5	21.3	18.9	36.5	101.2	101.2
Gordon							22.7	25.9	47.5	96.1	96.1
Hicks			73.3	46.9	120.2	121.1	106.1	60.1	161.9	449.2	569.4
Independence								10.8	13.9	24.7	24.7
Kentucky	77.9	116.3	45.5	82.7	322.4	106.6	103.2	40.6	76.1	326.5	648.9
Kinsman						1.7	19.8	21.3	19.3	62.1	62.1

Lovejoy					2.6	6.5	3.1	22.8	35.0	35.0
Madison					25.1	20.2	21.6	42.1	109.0	109.0
Mayflower					132.0	190.6	201.7	278.8	803.1	1008.5
Meyer					205.4			43.2	43.2	43.2
North					58.6	68.3	71.6	102.1	312.2	370.8
Orchard					130.5	123.7	180.7	321.0	786.0	916.5
Outhwaite					284.2	161.2	167.6	237.7	688.9	973.1
Quincy						20.4	24.9	46.2	91.5	91.5
Ridge						5.6	4.7	6.0	19.5	19.5
Rockwell					240.4	155.1	143.1	173.2	566.7	807.1
St. Clair					253.3	110.3	127.0	151.1	520.2	773.5
South								37.7	37.7	37.7
Sterling					361.0	196.9	144.9	211.2	678.4	1039.4
Tremont					144.6	178.9	113.4	225.0	577.9	722.5
Unclassified					1.5	2.4	1.0	1.4	5.8	7.3
Union Mills						20.1	17.2	30.1	81.6	81.6
Wade and Walton					45.2	75.7	154.6	162.7	481.2	526.4
Walnut					41.1	53.5	89.2	89.8	276.0	422.9
Warren					12.9	26.3	103.4	199.5	419.1	432.0
Washington					74.1	76.8	84.2	122.3	397.9	507.7
Woodland						17.4	8.9	15.4	59.5	59.5
TOTAL	382.1	572.7	839.8	1301.1	3095.7	2550.3	2388.5	3655.9	10412.0	13507.7

TABLE IX,
Showing the Average Daily Attendance for Each Month of the School Year ending June 23, 1876.

SCHOOLS.	FIRST TERM.			Month ending Dec. 24, 1875.	SECOND TERM.			Month ending Mar. 17, 1876.	THIRD TERM.		
	Month ending Sept. 24, 1875.	Month ending Oct. 22, 1875.	Month ending Nov. 19, 1875.		Month ending Jan. 21, 1876.	Month ending Feb. 18, 1876.	Month ending April 28, 1876.		Month ending May 26, 1876.	Month ending June 23, 1876.	
Alabama	141.8	146.2	152.0	153.3	155.4	151.6	144.5	154.6	164.4	164.3	
Bolton	241.0	239.1	235.0	233.3	235.9	234.4	218.7	210.7	210.4	208.5	
Brownell	1122.5	1118.3	1103.0	1085.9	1117.6	1090.4	1047.1	1134.8	1108.0	1098.3	
Case	560.8	572.2	571.6	560.2	581.1	568.8	550.6	593.7	596.9	588.7	
Charter Oak	95.6	90.5	98.6	101.5	90.3	75.8	87.7	91.0	100.6	107.4	
Clark	169.8	172.0	181.9	201.4	219.2	233.3	231.5	215.5	192.7	140.7	
Crawford	23.6	22.8	22.5	19.1	17.2	19.6	20.7	17.1	17.6	16.3	
Dunham	38.7	38.1	41.5	40.8	34.5	35.4	34.6	40.7	46.1	46.5	
Eagle	333.5	315.5	335.9	330.7	320.1	285.9	276.7	332.1	321.9	340.5	
Euclid	109.1	120.9	121.3	118.5	115.0	89.2	94.7	118.5	126.5	125.9	
Fairmount	171.5	179.1	180.0	176.6	175.5	169.5	171.4	156.6	175.6	187.1	
Garden	109.1	101.2	98.7	101.0	99.0	91.2	93.2	102.6	105.6	101.0	
Gordon	93.6	87.0	91.7	89.0	86.6	89.4	92.9	105.0	109.1	115.6	
Hicks	565.5	577.4	582.0	543.3	569.5	568.1	546.5	569.5	585.9	588.3	
Independence . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	23.0	23.2	22.2	22.2	26.9	26.4
Kentucky	636.9	668.7	680.7	666.7	656.3	659.2	649.9	674.8	657.2	663.5	
Kinman	53.0	59.2	60.0	60.7	60.1	64.3	71.1	50.3	64.3	66.1	
Lovely . . . . .	. . . . .	. . . . .	35.1	30.9	42.4	30.0	31.0	28.5	30.3	20.5
Michigan	103.1	100.4	111.2	100.2	100.2	100.2	100.2	100.2	100.2	100.2	

	1018.6	1011.1	1016.0	996.6	985.4	1003.3	1002.0	1003.4	1000.1	1000.1	997.3
Mayflower				996.6	985.4	1003.3	1002.0				
Meyer	32.6	32.9	35.3	36.4	44.1	40.7	44.9	46.9	57.5	54.1	
North	376.8	377.6	346.9	342.9	366.5	370.9	375.8	392.6	387.2	378.9	
Orchard	942.2	943.6	931.5	869.2	919.2	904.8	912.8	950.1	950.5	932.6	
Outwaite	969.3	985.4	977.7	922.6	923.6	921.6	926.0	983.2	991.1	982.3	
Quincy	82.8	88.8	92.8	89.7	97.4	86.4	83.6	91.5	95.7	103.9	
Ridge	21.9	19.8	19.6	18.1	20.9	20.7	15.4	20.4	21.7	17.3	
Rockwell	810.8	821.9	820.4	805.6	806.1	799.8	788.7	848.2	839.0	817.3	
St. Clair	779.7	790.3	810.3	802.3	739.8	763.9	757.0	772.7	752.5	758.7	
South	24.0	34.2	38.8	41.4	36.0	33.8	40.4	36.8	41.6	40.3	
Sterling	1040.8	1059.1	1050.4	1011.6	1027.7	999.5	992.6	1046.3	1077.6	1063.1	
Tremont	731.3	698.9	708.1	705.5	731.0	722.8	719.7	750.6	775.2	773.9	
Unclassified							3.5	6.8	8.8	8.6	
Union Mills	80.3	84.8	83.2	77.0	83.7	78.8	67.4	82.7	91.9	88.0	
Wade and Walton	511.5	511.9	529.9	524.1	523.2	510.1	508.9	541.2	563.8	543.5	
Walnut	407.5	424.9	394.1	410.3	431.4	411.7	429.5	443.0	448.9	455.9	
Warren	397.9	409.0	423.6	421.9	423.6	425.4	439.1	479.3	476.9	458.5	
Washington	522.2	531.2	522.7	523.2	524.2	497.1	504.1	513.3	521.6	524.6	
Woodland	74.1	69.5	62.4	59.7	58.8	58.2	54.1	55.1	54.3	54.0	
Total Grammar and Primary	13392.4	13512.5	13569.9	13292.0	13447.9	13245.3	13160.7	13814.6	13930.7	13773.1	
Normal School	41.4	44.1	45.1	44.8	44.1	42.7	41.3	39.0	40.0	36.8	
Central High School	343.2	341.5	341.1	328.3	313.8	312.3	303.0	300.1	292.9	284.7	
West High School	150.4	153.0	148.7	139.0	129.2	125.0	117.4	117.1	115.8	116.7	
East High School	77.1	78.2	76.5	72.2	69.4	71.4	73.5	68.7	69.0	68.3	
Total Higher	612.1	616.8	611.4	584.3	556.5	551.4	535.2	524.9	517.7	506.5	
GRAND TOTAL	14004.5	14129.3	14181.3	13876.3	14004.4	13796.7	13695.9	14339.5	14448.4	14279.6	

TABLE X,
Showing the Results of the Enumeration of White and Colored Children in the City of Cleveland from Five to Twenty Years of Age, inclusive.
 (Taken in October, 1876.)

WARDS.	M A L E S.																	TOTAL MALES.
	AGES AT LAST BIRTH-DAY.																	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
First	68	85	80	101	77	70	62	58	52	62	46	54	61	36	39	25	976	
Second	26	42	34	33	30	37	24	30	39	24	25	16	24	18	13	10	425	
Third	33	54	49	52	45	26	40	22	29	21	38	29	34	48	35	30	585	
Fourth	162	147	129	127	138	132	135	122	120	114	120	132	125	127	143	140	2113	
Fifth	82	109	99	95	95	102	91	89	83	90	77	87	70	73	52	39	1333	
Sixth	158	162	227	233	210	203	180	196	188	179	180	154	137	137	197	143	2884	
Seventh	103	111	128	120	113	121	90	93	95	80	82	72	71	63	43	27	1412	
Eighth	107	91	101	93	68	84	61	59	65	60	71	58	46	55	48	23	1090	

Ninth	161	80	72	66	62	70	62	64	55	59	78	67	68	75	65	105	1209
Tenth	85	100	126	114	119	156	95	91	93	84	83	75	83	67	51	46	1468
Eleventh . . .	219	197	203	216	152	164	141	162	102	134	103	132	125	130	97	93	2370
Twelfth . . .	218	231	139	146	154	108	103	79	111	112	183	133	135	99	83	56	2090
Thirteenth . .	85	69	99	81	69	90	55	49	58	31	42	47	35	47	40	28	925
Fourteenth . .	116	121	130	100	73	84	58	84	60	54	62	41	42	38	36	30	1129
Fifteenth . . .	67	78	56	62	57	61	47	46	36	36	43	29	29	30	33	151	861
Sixteenth . . .	55	63	69	43	35	36	44	39	27	31	33	34	30	38	34	18	629
Seventeenth . .	44	34	30	40	37	24	30	34	24	32	34	30	26	27	66	23	535
Eighteenth . .	106	115	103	122	115	111	100	93	66	83	68	76	72	57	64	21	1372
TOTAL MALES, { White & Col'd., }	1895	1889	1874	1844	1649	1679	1418	1410	1303	1286	1368	1266	1213	1165	1139	1008	23406
COLORED, at/ Differ'nt Ages, }	11	21	21	13	15	10	12	11	7	15	13	8	9	11	16	14	207

TABLE X—CONTINUED.

WARDS.	F E M A L E S .																	TOTAL NUMBER OF MALES AND FEMALES.	DISTRIBUTION OF COLORED YOUTH.		TOTAL COLORED IN EACH WARD.	
	AGES AT LAST BIRTH-DAY.																		TOTAL FEMALES.	Males.		Females.
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
First	59	80	87	81	90	91	68	93	61	89	68	82	69	96	86	45	1245	2221	37	29	66	
Second	15	32	34	25	23	41	30	36	28	32	28	34	13	16	17	9	413	838	2	7	9	
Third	11	34	28	24	28	36	18	29	28	32	26	34	55	69	71	67	590	1175	13	5	18	
Fourth	138	125	151	152	133	133	132	139	125	124	131	143	144	149	140	159	2218	4331	43	68	111	
Fifth	67	97	98	118	92	96	79	95	83	86	84	88	80	78	62	58	1361	2694	3	3	6	
Sixth	183	232	230	233	190	223	211	220	202	196	163	200	209	186	165	165	3208	6092	73	79	152	
Seventh	106	116	121	109	110	104	109	88	73	84	84	62	68	60	48	28	1370	2782	..	..	..
Eighth	116	101	86	81	98	91	52	73	63	52	69	57	50	39	36	31	1095	2185	..	..	..
Ninth	129	76	78	85	68	62	60	53	62	57	64	80	91	102	90	185	1342	2551	..	..	..
Tenth	93	103	129	124	91	102	89	83	99	95	102	92	95	81	60	37	1455	2923	5	3	8	

Eleventh	210	161	161	144	152	151	113	132	102	121	135	124	101	99	81	91	2078	4448	4	7	11
Twelfth	238	184	140	137	145	124	131	120	101	96	109	99	74	95	58	40	1891	3981	. .	. .	. .
Thirteenth	81	106	72	99	90	82	92	56	44	63	54	56	44	36	29	18	1012	1937	. .	. .	. .
Fourteenth	97	121	109	97	87	82	53	69	63	52	52	47	41	28	17	21	1036	2165	. .	. .	. .
Fifteenth	65	64	53	60	56	60	31	42	33	35	35	35	21	31	20	64	705	1566	15	. .	15
Sixteenth	64	55	55	48	53	34	43	34	41	23	37	40	32	58	37	25	680	1309	9	11	20
Seventeenth	45	50	41	41	34	45	44	41	29	34	46	38	32	56	32	23	631	1166	1	1	2
Eighteenth	89	121	136	104	90	90	88	94	83	74	77	74	57	55	50	25	1307	2679	2	2	4
TOTAL FEMALES, White and Colored,	1806	1858	1809	1762	1630	1647	1433	1497	1320	1345	1364	1385	1257	1334	1099	1091	23637	. . .	. . .	. . .	. . .
COLORED	11	22	17	12	17	9	14	18	16	12	18	10	7	15	10	7	215	422	207	215	422
MALES AND FEMALES, White and Colored,	3701	3747	3683	3606	3279	3326	2851	2907	2623	2631	2732	2651	2470	2495	2238	2099	. . .	47943	. . .	. . .	422

	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999	3000	3001	3002	3003	3004	3005	3006	3007	3008	3009	3010	3011	3012	3013	3014	3015	3016	3017	3018	3019	3020	3021	3022	3023	3024	3025	3026	3027	3028	3029	3030	3031	3032	3033	3034	3035	3036	3037	3038	3039	3040	3041	3042	3043	3044	3045	3046	3047	3048	3049	3050	3051	3052	3053	3054	3055	3056	3057	3058	3059	3060	3061	3062	3063	3064	3065	3066	3067	3068	3069	3070	3071	3072	3073	3074	3075	3076	3077	3078	3079	3080	3081	3082	3083	3084	3085	3086	3087	3088	3089	3090	3091	3092	3093	3094	3095	3096	3097	3098	3099	3100	3101	3102	3103	3104	3105	3106	3107	3108	3109	3110	3111	3112	3113	3114	3115	3116	3117	3118	3119	3120	3121	3122	3123	3124	3125	3126	3127	3128	3129	3130	3131	3132	3133	3134	3135	3136	3137	3138	3139	3140	3141	3142	3143	3144	3145	3146	3147	3148	3149	3150	3151	3152	3153	3154	3155	3156	3157	3158	3159	3160	3161	3162	3163	3164	3165	3166	3167	3168	3169	3170	3171	3172	3173	3174	3175	3176	3177	3178	3179	3180	3181	3182	3183	3184	3185	3186	3187	3188	3189	3190	3191	3192	3193	3194	3195	3196	3197	3198	3199	3200	3201	3202	3203	3204	3205	3206	3207	3208	3209	3210	3211	3212	3213	3214	3215	3216	3217	3218	3219	3220	3221	3222	3223	3224	3225	3226	3227	3228	3229	3230	3231	3232	3233	3234	3235	3236	3237	3238	3239	3240	3241	3242	3243	3244	3245	3246	3247	3248	3249	3250	3251	3252	3253	3254	3255	3256	3257	3258	3259	3260	3261	3262	3263	3264
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	210	161	161	144	132	151	113	132	102	121	135	124	101	99	81	91	2078	4448	4	7	11
Eleventh	238	184	140	137	145	134	131	120	101	96	109	99	74	95	58	40	1891	3981
Twelfth	81	106	72	99	90	82	92	56	44	63	54	56	44	36	29	18	1012	1937	..	..	..
Thirteenth	97	121	109	97	87	82	53	69	63	52	52	47	41	28	17	21	1036	2165	..	..	..
Fourteenth	65	64	53	60	56	60	31	42	33	35	35	35	21	31	20	64	705	1566	15	..	15
Fifteenth	64	55	55	48	53	34	43	34	41	23	37	40	32	58	37	25	680	1309	9	11	20
Sixteenth	45	50	41	41	34	45	44	41	29	34	46	38	32	56	32	23	631	1166	1	1	2
Seventeenth	89	121	136	104	90	90	88	94	83	74	77	74	57	55	50	25	1307	2679	2	2	4
Eighteenth	1806	1858	1809	1762	1630	1647	1433	1497	1320	1345	1364	1385	1257	1334	1099	1091	23637	..	..	..	..
Nineteenth	11	22	17	12	17	9	14	18	16	12	18	10	7	15	10	7	215	422	207	215	422
Twentieth	3701	3747	3683	3606	3279	3326	2851	2907	2623	2631	2732	2651	2470	2490	2238	2099	..	47943	..	..	422

TABLE XI,

Showing the Number of those Enumerated who are in Attendance upon the Public Schools, the Private Schools, the Church Schools, and of those Not Attending Any School.

WARDS.	WHITE.										COLORED.										TOTAL ENUMERATION, White and Colored.				
	Number Attending Public Schools.					Number Attending Private Schools.					Number Attending Church Schools.					Number Not Attending Any School.									
	M.		F.		M. & F.	M.		F.		M. & F.	M.		F.		M. & F.	M.		F.		M. & F.					
	M.	F.	M.	F.		M.	F.	M.	F.		M.	F.	M.	F.		M.	F.	M.	F.						
First . . .	751	788	1539	5	59	64	18	21	39			165	348	513			21	19	40	16	10	26	976	1245	2221
Second . . .	235	203	438	25	27	47	49	66	115			114	115	229			2	5	7		2	2	425	413	838
Third . . .	161	120	281	1		1	67	53	120			343	412	755			2	4	6	11	1	12	585	590	1175
Fourth . . .	854	790	1644	51	32	83	219	327	546			946	1001	1947			26	43	69	17	25	42	2113	2218	4331
Fifth . . .	424	416	840	25	37	62	388	415	803			493	490	983			2	3	5	1		1	1333	1361	2694
Sixth . . .	1300	1252	2552	121	155	276	309	371	680			1081	1351	2432			47	48	95	26	31	57	2884	3208	6092

Seventh . .	882	887	1769	1	1	316	203	609	213	190	403							1412	1370	2782
Eighth . .	156	154	310	29	22	51	459	446	905	446	473	919						1090	1095	2185
Ninth . .	356	384	740	47	47	94	179	163	342	627	748	1375						1209	1342	2551
Tenth . .	658	578	1236	18	13	31	266	272	538	521	589	1110	2	3	5	3		1468	1455	2923
Eleventh . .	625	581	1206	8	6	14	682	467	1149	1051	1017	2068	3	5	8	1	2	2370	2078	4448
Twelfth . .	774	718	1492				337	342	679	979	831	1810						2090	1891	3981
Thirteenth .	424	463	887	8	7	15	183	185	368	310	357	667						925	1012	1937
Fourteenth .	585	562	1147	10	10	20	96	78	174	438	386	824						1129	1036	2165
Fifteenth . .	361	333	694	149	22	171	86	129	215	250	221	471	15		15			861	705	1566
Sixteenth . .	356	346	702	19	39	58	31	27	58	214	257	471	6	7	13	3	4	629	680	1309
Seventeenth .	306	339	645	15	14	29	20	21	41	193	256	449	1		1		1	535	631	1166
Eighteenth .	581	581	1162	5		5	273	262	535	511	462	973	2		2		2	1372	1307	2679
TOTAL . .	9789	9495	19284	537	485	1022	3978	3938	7916	8895	9504	18399	129	137	266	78	78	23406	23637	47043

TABLE XII,

Showing Amount Paid for Tuition, Fuel, Repairs, Supplies, etc., in the several School Buildings for the Two Years ending August 31, 1876, and Cost Per Capita of same, based on Average Number Belonging.

SCHOOLS.	TUITION.			FUEL.		
	1874-75.	1875-76.	1874-75.	1875-76.	1874-75.	1875-76.
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Alabama.	\$ 1,632 75	10.31	\$ 1,567 50	9.71	\$ 85 81	.54
Bolton	4,100 00	18.61	4,180 50	17.30	201 19	.91
Brownell	16,642 75	14.70	16,864 32	14.70	1,184 06	1.04
Case	6,101 50	11.73	6,246 00	9.80	238 25	.45
Charter Oak	1,100 00	11.30	1,100 00	10.71	47 32	.49
Clark	1,977 50	9.05	2,188 00	10.45	135 63	.62
Crawford	450 00	18.34	500 00	22.22	26 40	1.10
Dunham	497 50	12.40	550 00	13.09	22 70	.57
Eagle	3,984 88	9.94	3,315 00	9.71	201 78	.50
Euclid	1,675 25	14.44	1,750 00	13.85	30 03	.26
Fairmount	2,095 00	11.80	2,202 00	11.46	75 09	.43
Garden	1,000 00	9.06	1,100 00	10.14	64 45	.58
Gordon	827 50	7.31	1,100 00	10.14	19 50	.17
Hicks	6,429 00	11.88	7,410 15	12.30	284 90	.53
Independence . . . . .	.. . . .	.. . . .	313 50	11.31	.. . . .	.. . . .
Kentucky	10,580 75	16.73	11,508 00	16.83	840 67	1.33
Kinsman	550 00	9.04	766 00	10.89	24 45	.41
Lovejoy . . . . .	.. . . .	.. . . .	390 00	10.02	.. . . .	.. . . .
Madison	1 076 00	12.30	1,150 00	9.48	65 00	.75
Massachusetts . . . . .	.. . . .	.. . . .	.. . . .	.. . . .	27 00	.23

Meyer	1,021 25	13.88	000 00	12.50	12.50	220 87	133 22	1.12
North	4,002 25	11.04	4,756 75	11.61	11.61	712 75	397 05	.40
Orchard	10,713 00	11.29	10,639 13	10.85	10.85	712 75	397 05	.40
Outhwaite			13,089 43	12.59	12.59		735 23	.70
Quincy	992 50	9.81	1,050 00	10.81	10.81	48 90	43 25	.44
Ridge	550 00	17.24	550 00	25.82	25.82	20 38	23 70	1.11
Rockwell	14,436 00	16.49	13,348 70	15.46	15.46	579 82	480 70	.55
St. Clair	11,075 50	14.10	11,293 91	13.67	13.67	515 00	433 27	.52
South			550 00	13.18	13.18		26 65	.63
Sterling	15,837 50	14.21	15,446 33	14.00	14.00	686 57	431 12	.39
Tremont	7,683 75	11.39	9,171 00	12.01	12.01	464 21	358 34	.46
Union Mills	1,097 50	10.95	1,050 00	11.24	11.24	41 26	54 81	.58
Wade	5,461 25	11.70	6,184 88	11.11	11.11	193 75	198 00	.35
Walnut	4,863 45	12.28	6,175 25	13.55	13.55	216 52	152 61	.33
Warren	3,948 75	8.87	4,521 50	9.73	9.73	216 05	169 05	.36
Washington	6,536 75	10.67	6,831 25	12.50	12.50	437 16	285 82	.52
Willson	*7,296 50	10.69				643 48		.94
Woodland	1,090 00	13.29	995 00	15.00	15.00	47 19	40 70	.61
Total Grammar and Primary Schools	169,905 58	12.58	183,739 46	12.74	12.74	9,102 63	7,104 82	.49
Normal School	2,500 00	66.23	3,268 00	75.60	75.60	25 23		.67
Central High School	14,198 00	50.74	14,315 00	43.59	43.59	542 48	422 12	1.28
West High School	8,960 00	74.41	8,554 00	62.16	62.16	229 40	302 91	2.20
East High School	5,400 00	81.81	5,100 00	68.00	68.00	201 19	398 28	5.31
Newburgh High School	1,194 55	72.83				30 93		1.88
Total Higher Schools	34,252 55	62.00	31,237 00	53.47	53.47	1,029 23	1,123 31	1.92
GRAND TOTAL	\$202,158 13	14.41	\$214,976 46	14.32	14.32	\$10,131 86	\$8,228 13	.55

* Transferred to the new Outhwaite building at the beginning of the Spring Term, 1875.

TABLE XI,

Showing the Number of those Enumerated who are in Attendance upon the Public Schools, the Private Schools, the Church Schools, and of those Not Attending Any School.

WARDS.	WHITE.										COLORED.						TOTAL ENUMERATION, White and Colored.				
	Number Attending Public Schools.					Number Attending Private Schools.					Number Attending Church Schools.					Number Not Attending Any School.					
	M.		F.		M.&F.	M.		F.		M.&F.	M.		F.		M.&F.	M.		F.		M.&F.	
First . . .	751	788	1539	5	59	64	18	21	39	165	348	513	21	19	40	16	10	26	976	1245	2221
Second . . .	235	203	438	25	27	47	49	66	115	114	115	229	2	5	7	.	2	2	425	413	838
Third . . .	161	120	281	1	.	1	67	53	120	343	412	755	2	4	6	11	1	12	585	590	1175
Fourth . . .	854	790	1644	51	32	83	219	327	546	946	1001	1947	26	43	69	17	25	42	2113	2218	4331
Fifth . . .	424	416	840	25	37	62	388	415	803	493	490	983	2	3	5	1	.	1	1333	1361	2694
Sixth . . .	1300	1252	2552	121	155	276	309	371	680	1081	1151	2432	47	48	95	26	31	57	2884	3208	6092

Seventh . .	882	887	1769	1	1	316	293	609	213	190	403							1412	1370	2782
Eighth . .	156	154	310	29	22	51	459	446	905	446	473	919						1090	1095	2185
Ninth . . .	356	384	740	47	47	94	179	163	342	627	748	1375						1209	1342	2551
Tenth . . .	658	578	1236	18	13	31	266	272	538	521	589	1110	2	3	5	3		1468	1455	2923
Eleventh . .	625	581	1206	8	6	14	682	467	1149	1051	1017	2068	3	5	8	1	2	2370	2078	4448
Twelfth . .	774	718	1492				337	342	679	979	831	1810						2090	1891	3981
Thirteenth .	424	463	887	8	7	15	183	185	368	310	357	667						925	1012	1937
Fourteenth .	585	562	1147	10	10	20	96	78	174	438	386	824						1129	1036	2165
Fifteenth . .	361	333	694	149	22	171	86	129	215	250	221	471	15		15			861	705	1566
Sixteenth . .	356	346	702	19	39	58	31	27	58	214	257	471	6	7	13	3	4	629	680	1309
Seventeenth .	306	339	645	15	14	29	20	21	41	193	256	449	1		1		1	535	631	1166
Eighteenth .	581	581	1162	5		5	273	262	535	511	462	973	2		2		2	1372	1307	2679
TOTAL . .	9789	9495	19284	537	485	1022	3978	3938	7916	8895	9504	18399	129	137	266	78	78	23406	23637	47043

TABLE X—CONTINUED.

WARDS.	F E M A L E S .																	TOTAL NUMBER OF MALES AND FEMALES.	DISTRIBUTION OF COLORED YOUTH.			
	AGES AT LAST BIRTH-DAY.																		TOTAL FEMALES.	Males.	Females.	TOTAL COLORED IN EACH WARD.
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
First	59	80	87	81	90	91	68	93	61	89	68	82	69	96	86	45	1245	2221	37	29	.66	
Second	15	32	34	25	23	41	30	36	28	32	28	34	13	16	17	9	413	838	2	7	9	
Third	11	34	28	24	28	36	18	29	28	32	26	34	55	69	71	67	590	1175	13	5	18	
Fourth	138	125	151	152	133	133	132	139	125	124	131	143	144	149	140	159	2218	4331	43	68	111	
Fifth	67	97	98	118	92	96	79	95	83	86	84	88	80	78	62	58	1361	2694	3	3	6	
Sixth	183	232	230	233	190	223	211	220	202	196	163	200	209	186	165	165	3208	6092	73	79	152	
Seventh	106	116	121	109	110	104	109	88	73	84	84	62	68	60	48	28	1370	2782	. . .	. . .	. . .
Eighth	116	101	86	81	98	91	52	73	63	52	69	57	50	39	36	31	1095	2185	. . .	. . .	. . .
Ninth	129	76	78	85	68	62	60	53	62	57	64	80	91	102	90	185	1342	2551	. . .	. . .	. . .
Tenth	93	103	129	124	91	102	89	83	99	95	102	92	95	81	60	37	1455	2923	5	3	8	

Eleventh	210	161	144	152	151	113	132	102	121	135	124	101	99	81	91	2078	4448	4	7	11
Twelfth	238	184	140	137	145	124	131	120	101	96	109	99	74	58	40	1891	3981	. . .	. . .	. . .
Thirteenth	81	106	72	99	90	82	92	56	44	63	54	56	44	36	29	1012	1937	. . .	. . .	. . .
Fourteenth	97	121	109	97	87	82	53	69	63	52	52	47	41	28	21	1036	2165	. . .	. . .	. . .
Fifteenth	65	64	53	60	56	60	31	42	33	35	35	35	21	31	20	705	1566	15	. .	15
Sixteenth	64	55	55	48	53	34	43	34	41	23	37	40	32	58	25	680	1309	9	11	20
Seventeenth	45	50	41	41	34	45	44	41	29	34	46	38	32	56	32	631	1166	1	1	2
Eighteenth	89	121	136	104	90	90	88	94	83	74	77	74	57	55	25	1307	2679	2	2	4
TOTAL FEMALES, } White and Colored, }	1806	1858	1809	1762	1630	1647	1433	1497	1320	1345	1364	1385	1257	1334	1099	23637	. . .	. . .	. . .	. . .
COLORED . .	11	22	17	12	17	9	14	18	16	12	18	10	7	15	7	215	422	207	215	422
MALES AND FEMALES, } White and Colored, }	3701	3747	3683	3606	3279	3326	2851	2907	2623	2631	2732	2651	2470	2499	2238	2099	47943	. . .	. . .	422

TABLE X,
Showing the Results of the Enumeration of White and Colored Children in the City of Cleveland from Five to Twenty Years of Age, inclusive.
 (Taken in October, 1876.)

WARDS.	M A L E S.																	TOTAL MALES.
	AGES AT LAST BIRTH-DAY.																	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
First	68	85	80	101	77	70	62	58	52	62	46	54	61	36	39	25	976	
Second	26	42	34	33	30	37	24	30	39	24	25	16	24	18	13	10	425	
Third	33	54	49	52	45	26	40	22	29	21	38	29	34	48	35	30	585	
Fourth	162	147	129	127	138	132	135	122	120	114	120	132	125	127	143	140	2113	
Fifth	82	109	99	95	95	102	91	89	83	90	77	87	70	73	52	39	1333	
Sixth	158	162	227	233	210	203	180	196	188	179	180	154	137	137	197	143	2884	
Seventh	103	111	128	120	113	121	90	93	95	80	82	72	71	63	43	27	1412	
Eighth	107	91	101	93	68	84	61	59	65	60	71	58	46	55	48	23	1090	

Ninth	161	80	72	66	62	70	62	64	55	59	78	67	68	75	65	105	1209
Tenth	85	100	126	114	119	156	95	91	93	84	83	75	83	67	51	46	1468
Eleventh . . .	219	197	203	216	152	164	141	162	102	134	103	132	125	130	97	93	2370
Twelfth	218	231	139	146	154	108	103	79	111	112	183	133	135	99	83	56	2090
Thirteenth . .	85	69	99	81	69	90	55	49	58	31	42	47	35	47	40	28	925
Fourteenth . .	116	121	130	100	73	84	58	84	60	54	62	41	42	38	36	30	1129
Fifteenth . . .	67	78	56	62	57	61	47	46	36	36	43	29	29	30	33	151	861
Sixteenth . . .	55	63	69	43	35	36	44	39	27	31	33	34	30	38	34	18	629
Seventeenth . .	44	34	30	40	37	24	30	34	24	32	34	30	26	27	66	23	535
Eighteenth . .	106	115	103	122	115	111	100	93	66	83	68	76	72	57	64	21	1372
TOTAL MALES, White & Col'd,	1895	1889	1874	1844	1649	1679	1418	1410	1303	1286	1368	1266	1213	1165	1139	1008	23406
COLORED, at Differ'nt Ages,	11	21	21	13	15	10	12	11	7	15	13	8	9	11	16	14	207

TABLE IX,
Showing the Average Daily Attendance for Each Month of the School Year ending June 23, 1876.

SCHOOLS.	FIRST TERM.				SECOND TERM.			THIRD TERM.		
	Month ending Sept. 24, 1875.	Month ending Oct. 22, 1875.	Month ending Nov. 19, 1875.	Month ending Dec. 24, 1875.	Month ending Jan. 21, 1876.	Month ending Feb. 18, 1876.	Month ending Mar. 17, 1876.	Month ending April 28, 1876.	Month ending May 26, 1876.	Month ending June 23, 1876.
Alabama	141.8	146.2	152.0	153.3	155.4	151.6	144.5	154.6	164.4	164.3
Bolton	241.0	239.1	235.0	233.3	235.9	234.4	218.7	210.7	210.4	208.5
Brownell	1122.5	1118.3	1103.0	1085.9	1117.6	1090.4	1047.1	1134.8	1108.0	1098.3
Case	566.8	572.2	571.6	560.2	581.1	568.8	550.6	593.7	596.9	588.7
Charter Oak	95.6	90.5	98.6	101.5	90.3	75.8	87.7	91.0	100.6	107.4
Clark	169.8	172.0	181.9	201.4	219.2	233.3	231.5	215.5	192.7	140.7
Crawford	23.6	22.8	22.5	19.1	17.2	19.6	20.7	17.1	17.6	16.3
Dunham	38.7	38.1	41.5	40.8	34.5	35.4	34.6	40.7	46.1	46.5
Eagle	333.5	315.5	335.9	330.7	320.1	285.9	276.7	332.1	321.9	340.5
Euclid	109.1	120.9	121.3	118.5	115.0	89.2	94.7	118.5	126.5	125.9
Fairmount	171.5	179.1	180.0	176.6	175.5	169.5	171.4	156.6	175.6	187.1
Garden	109.1	101.2	98.7	101.0	99.0	91.2	93.2	102.6	105.6	101.0
Gordon	93.6	87.0	91.7	89.0	86.6	89.4	92.9	105.0	109.1	115.6
Hicks	565.5	577.4	582.0	543.3	569.5	568.1	546.5	569.5	585.9	588.3
Independence . . . . .	...	...	...	...	23.0	23.2	22.2	22.2	26.9	26.4
Kentucky	636.9	668.7	680.7	666.7	656.3	650.2	649.9	674.8	657.2	663.5
Kinsman	53.0	59.2	60.0	60.7	60.1	64.3	71.1	59.3	64.3	66.1
Lowjoy . . . . .	...	...	15.1	39.9	4.3	39.0	33.0	38.5	30.3	29.5
Madison . . . . .	...	...	...	...	...	...	...	...	...	...

Mayflower	1018.6	1011.1	1010.0	990.0	985.4	1003.3	1002.6	1013.1	1022.7	994.5
Meyer	32.6	32.9	35.3	36.4	44.1	40.7	44.9	46.9	57.5	54.1
North	376.8	377.6	346.9	342.9	366.5	370.9	375.8	392.6	387.2	378.9
Orchard	942.2	943.6	931.5	869.2	919.2	904.8	912.8	950.1	950.5	932.6
Outhwaite	969.3	985.4	977.7	922.6	923.6	921.6	926.0	983.2	991.1	982.3
Quincy.	82.8	88.8	92.8	89.7	97.4	86.4	83.6	91.5	95.7	103.9
Ridge	21.9	19.8	19.6	18.1	20.9	20.7	15.4	20.4	21.7	17.3
Rockwell.	810.8	821.9	820.4	805.6	806.1	799.8	788.7	848.2	839.0	817.3
St. Clair	779.7	790.3	810.3	802.3	739.8	763.9	757.0	772.7	752.5	758.7
South	24.0	34.2	38.8	41.4	36.0	33.8	40.4	36.8	41.6	40.3
Sterling	1040.8	1059.1	1050.4	1011.6	1027.7	999.5	992.6	1046.3	1077.6	1063.1
Tremont	731.3	698.9	708.1	705.5	731.0	722.8	719.7	750.6	775.2	773.9
Unclassified							3.5	6.8	8.8	8.6
Union Mills	80.3	84.8	83.2	77.0	83.7	78.8	67.4	82.7	91.9	88.0
Wade and Walton.	511.5	511.9	529.9	524.1	523.2	510.1	508.9	541.2	563.8	543.5
Walnut.	407.5	424.9	394.1	410.3	431.4	411.7	429.5	443.0	448.9	455.9
Warren.	397.9	409.0	423.6	421.9	423.6	425.4	439.1	479.3	476.9	458.5
Washington.	522.2	531.2	522.7	523.2	524.2	497.1	504.1	513.3	521.6	524.6
Woodland	74.1	69.5	62.4	59.7	58.8	58.2	54.1	55.1	54.3	54.0
Total Grammar and Primary	13392.4	13512.5	13569.9	13292.0	13447.9	13245.3	13160.7	13814.6	13930.7	13773.1
Normal School	41.4	44.1	45.1	44.8	44.1	42.7	41.3	39.0	40.0	36.8
Central High School.	343.2	341.5	341.1	328.3	313.8	312.3	303.0	300.1	292.9	284.7
West High School.	150.4	153.0	148.7	139.0	129.2	125.0	117.4	117.1	115.8	116.7
East High School	77.1	78.2	76.5	72.2	69.4	71.4	73.5	68.7	69.0	68.3
Total Higher	612.1	616.8	611.4	584.3	556.5	551.4	535.2	524.9	517.7	506.5
GRAND TOTAL	14004.5	14129.3	14181.3	13876.3	14004.4	13796.7	13695.9	14339.5	14448.4	14279.6

TABLE VIII,
Showing Average Daily Attendance in Each Grade of the Grammar and Primary Schools for the Year ending June 23, 1876.

SCHOOLS.	GRAMMAR.					PRIMARY.					GRAND TOTAL.
	A	B	C	D	Total Grammar.	A	B	C	D	Total Primary.	
Alabama							46.7	49.6	57.5	153.8	153.8
Bolton	40.9	47.9	59.3	78.8	226.9						226.9
Brownell	57.8	76.9	89.0	158.7	382.4	215.6	198.3	142.0	155.0	710.9	1093.3
Case				49.5	49.5	96.6	127.3	112.3	205.8	542.0	591.5
Charter Oak							20.4	30.6	42.6	93.6	93.6
Clark							65.8	31.7	99.2	196.7	196.7
Crawford							2.9	7.8	9.2	19.9	19.9
Dunham							14.6	12.2	12.9	39.7	39.7
Eagle								86.6	89.2	315.8	315.8
Euclid						36.9	34.8	21.1	22.0	114.8	114.8
Fairmount						49.8	33.0	54.6	37.2	174.6	174.6
Garden						24.5	21.3	18.9	36.5	101.2	101.2
Gordon							22.7	25.9	47.5	96.1	96.1
Hicks			73.3	46.9	120.2	121.1	106.1	60.1	161.9	449.2	569.4
Independence								10.8	13.9	24.7	24.7
Kentucky	77.9	116.3	45.5	82.7	322.4	106.6	103.2	40.6	76.1	326.5	648.9
Kinsman						1.7	19.8	21.3	19.3	62.1	62.1

Lovejoy					2.6	6.5	3.1	22.8	35.0	35.0
Madison					25.1	20.2	21.6	42.1	109.0	109.0
Mayflower					132.0	190.6	201.7	278.8	803.1	1008.5
Meyer								43.2	43.2	43.2
North					70.2	68.3	71.6	102.1	312.2	370.8
Orchard					123.7	160.6	180.7	321.0	786.0	916.5
Outhwaite					122.4	161.2	167.6	237.7	688.9	973.1
Quincy						20.4	24.9	46.2	91.5	91.5
Ridge					3.2	5.6	4.7	6.0	19.5	19.5
Rockwell					95.3	155.1	143.1	173.2	566.7	807.1
St. Clair					131.8	110.3	127.0	151.1	520.2	773.5
South								37.7	37.7	37.7
Sterling					125.4	196.9	144.9	211.2	678.4	1039.4
Tremont					60.6	178.9	113.4	225.0	577.9	722.5
Unclassified					1.5		1.0	1.4	5.8	7.3
Union Mills					20.1	17.2	14.2	30.1	81.6	81.6
Wade and Walton					45.2	88.2	154.6	162.7	481.2	526.4
Walnut					146.9	53.5	89.2	89.8	276.0	422.9
Warren					12.9	89.9	103.4	199.5	419.1	432.0
Washington					109.8	114.6	84.2	122.3	397.9	507.7
Woodland					17.4	17.8	8.9	15.4	59.5	59.5
TOTAL	382.1	572.7	839.8	1301.1	3095.7	2550.3	2388.5	3655.9	10412.0	13507.7

TABLE VII,

Showing the Number of Pupils Registered in the Several Classes of the Grammar and Primary Departments, and the Average Ages of the Respective Classes, for School Year ending June 23, 1876.

SCHOOLS.	GRAMMAR.								PRIMARY.								Average Age of Pupils of the Grammar and Primary Departments.			
	No. Registered in Class A, Eighth Year.	Average Age.	No. Registered in Class B, Seventh Year.	Average Age.	No. Registered in Class C, Sixth Year.	Average Age.	No. Registered in Class D, Fifth Year.	Average Age.	Total Grammar.	No. Registered in Class A, Fourth Year.	Average Age.	No. Registered in Class B, Third Year.	Average Age.	No. Registered in Class C, Second Year.	Average Age.	No. Registered in Class D, First Year.		Average Age.	Total Primary.	
Alabama	66	9.9	66	8.0	100	6.6	232	8.0	
Bolton . . .	49	14.8	64	14.0	80	12.8	113	12.1	306	..	..	..	..	..	..	..	..	..	13.1
Brownell . . .	70	14.4	93	13.7	116	12.9	204	12.0	483	310	11.2	268	9.4	197	7.7	291	6.6	1066	11.1	
Case	63	11.7	63	129	10.9	167	9.6	150	8.2	350	6.8	796	8.5	
Charter Oak	30	9.8	45	8.2	89	6.9	164	7.8	
Clark	95	9.7	45	8.5	176	7.0	316	8.0	
Crawford	5	9.6	16	9.2	23	6.8	44	8.0	
Dunham	19	9.4	16	7.9	32	6.4	67	7.6	
Eagle	143	9.8	123	8.2	282	7.0	548	7.9	
Euclid	54	10.2	49	8.9	30	7.4	44	6.5	177	8.5	
Fairmount	70	10.7	48	9.2	71	7.7	78	6.7	267	8.5	
Garden	34	11.2	30	9.9	29	7.4	60	6.3	153	8.3	
Gordon	32	9.0	63	8.5	97	6.6	192	7.6	
Hicks	151	9.7	87	7.8	275	6.7	669	9.0	
Independence	95	12.7	72	12.6	167	156	10.6	39	8.3
Kentucky . . .	99	14.5	152	14.0	56	12.8	101	12.0	399	134	10.0	121	8.4	74	7.4	135	6.2	467	10.6	

Madison	56	13.3	100	12.5	98	11.7	254	37	10.9	30	9.3	37	8.5	80	6.8	184	8.4
Mayflower								165	10.7	237	9.4	255	8.2	437	6.0	1094	9.0
Meyer														92	6.6	92	6.6
North														187	6.7	490	9.1
Orchard														544	6.7	1233	8.9
Outwaite	47	13.9	52	14.3	174	12.4	367	169	10.6	227	9.4	245	8.1	425	6.6	1066	9.4
Quincy														77	6.4	139	7.5
Ridge														18	7.0	47	8.8
Rockwell	59	14.6	78	13.6	106	11.9	300	126	10.9	226	10.2	213	8.7	351	6.9	916	9.8
St. Clair	43	13.6	50	13.3	117	11.8	323	185	11.0	158	9.7	172	7.9	299	6.5	814	9.6
South														59	6.8	59	6.8
Sterling	66	13.7	90	13.6	172	11.7	439	175	10.7	251	9.5	202	7.9	366	6.5	994	9.6
Tremont														421	6.6	908	8.8
Unclassified														2	7.5	15	11.7
Union Mills														68	6.5	156	8.6
Wade & Walton														295	6.4	706	8.3
Walnut	26	14.8	52	14.2	61	12.6	192	68	10.8	116	9.6	196	8.1	174	6.9	431	10.0
Warren														329	6.7	655	8.3
Washington														217	6.6	650	9.2
Woodland														39	6.7	111	9.0
Total Gram. and Prim. }	450	14.3	724	13.8	1734	12.0	3967	2539	10.9	3539	9.6	3437	8.3	6618	6.7	16133	9.2
Normal School,																	
Central High	41	18.2	10	17.1			51										18.0
West High	29	17.4	53	16.9	187	15.1	371										15.8
East High	11	17.5	27	16.9	84	15.5	165										16.0
	2	18.0	17	17.3	34	15.0	84										16.1
Total Higher	83	17.8	107	17.0	305	15.2	671										16.1

TABLE VI,

Showing the Number of Pupils Registered in Each Class of the Primary Departments; the Number Remaining in Each at the Close of the Year; the Number Promoted at the Annual Examination in June, and the Number Promoted through the Year.

SCHOOLS.	A PRIMARY.				B PRIMARY.				C PRIMARY.				D PRIMARY.			
	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examin'n.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examin'n.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examin'n.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at end of Year.	No. Promoted at An. Examin'n.	No. Promoted Thro' the Year.
Alabama . . . . .	..	..	..	..	66	49	47	0	66	47	33	0	100	76	52	0
Bolton . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Brownell.	324	207	149	11	247	204	153	1	193	148	124	7	297	218	113	6
Case	128	91	72	0	167	128	108	0	160	113	98	1	340	258	169	7
Charter Oak . . . . .	..	..	..	..	30	22	22	0	45	31	30	0	89	63	23	0
Clark . . . . .	..	..	..	..	66	52	40	0	80	22	22	49	170	103	66	0
Crawford. . . . .	..	..	..	..	5	0	0	0	16	9	6	0	23	12	4	0
Dunham . . . . .	..	..	..	..	19	14	11	0	18	12	4	0	30	21	6	0
Eagle . . . . .	..	..	..	..	143	81	64	1	117	76	49	0	288	187	72	7
Euclid	54	40	36	0	49	38	26	0	29	25	27	0	45	33	14	1
Fairmount	72	48	44	0	45	38	36	0	73	60	55	1	77	50	49	1
Garden	34	24	16	0	30	21	16	0	29	20	17	0	60	42	26	0
Gordon. . . . .	..	..	..	..	3	27	0	0	02	22	16	29	07	75	35	0
Hick.	152	124	85	1	96	122	47	1	141	57	41	56	275	202	78	0

Kentucky	136	103	84	0	66	110	47	0	99	54	43	54	165	105	45	48
Kinsman	8	3	1	0	30	20	14	0	30	18	18	0	45	28	11	0
Lovejoy	4	2	3	0	13	6	9	0	8	4	6	0	38	19	27	0
Madison	37	26	21	0	30	20	9	0	37	25	25	0	80	51	20	0
Mayflower	167	120	108	0	237	186	150	1	251	205	158	0	438	346	169	3
Meyer . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	92	58	14	0
North	94	68	38	0	94	70	53	0	117	78	68	0	184	144	92	1
Orchard	196	111	97	1	234	158	133	0	254	191	148	1	545	420	205	1
Outhwaite	169	130	103	0	229	168	140	0	241	178	147	0	427	283	129	5
Quincy . . . . .	...	...	...	...	27	21	16	0	35	24	17	0	77	65	45	0
Ridge	8	3	3	0	12	6	6	0	9	4	4	0	18	5	4	0
Rockwell	130	94	90	2	225	152	126	1	211	148	128	3	352	245	162	14
St. Clair	187	125	86	1	154	110	83	1	129	135	111	2	344	199	126	46
South . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	59	51	28	0
Sterling	174	133	109	4	253	200	161	3	209	155	144	1	359	270	139	0
Tremont	102	63	43	11	137	79	91	0	259	110	110	89	422	325	111	5
Unclassified	11	3	3	0	3	1	1	0	3	4	2	0	2	1	1	0
Union Mills	30	22	17	0	28	17	17	0	30	16	16	6	68	39	22	0
Wade and Walton	96	66	57	0	115	89	70	2	196	157	145	0	295	234	103	0
Walnut	68	60	38	1	64	51	33	0	130	96	66	0	168	139	67	0
Warren	40	24	24	0	136	86	86	0	151	106	86	0	328	261	117	0
Washington	123	68	52	0	122	118	76	1	186	92	71	37	219	160	88	0
Woodland	30	15	12	0	29	17	15	0	13	10	6	0	39	19	9	0
Total Primary	2574	1773	1391	32	3204	2481	1906	12	3674	2464	2053	336	6679	4824	2447	145

TABLE XII,

Showing Amount Paid for Tuition, Fuel, Repairs, Supplies, etc., in the several School Buildings for the Two Years ending August 31, 1876, and Cost Per Capita of same, based on Average Number Belonging.

SCHOOLS.	TUITION.			FUEL.		
	1874-75.	1875-76.	1874-75.	1875-76.	1874-75.	1875-76.
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Alabama.	\$ 1,632 75	10.31	\$ 1,567 50	9.71	\$ 85 81	.54
Bolton	4,100 00	18.61	4,180 50	17.30	201 19	.91
Brownell	16,642 75	14.70	16,864 32	14.70	1,184 06	1.04
Case	6,101 50	11.73	6,246 00	9.80	238 25	.45
Charter Oak	1,100 00	11.30	1,100 00	10.71	47 32	.49
Clark	1,977 50	9.05	2,188 00	10.45	135 63	.62
Crawford	450 00	18.34	500 00	22.22	26 40	1.10
Dunham	497 50	12.40	550 00	13.09	22 70	.57
Eagle	3,984 88	9.94	3,315 00	9.71	201 78	.50
Euclid	1,675 25	14.44	1,750 00	13.85	30 03	.26
Fairmount	2,095 00	11.80	2,202 00	11.46	75 09	.43
Garden	1,000 00	9.06	1,100 00	10.14	64 45	.58
Gordon	827 50	7.31	1,100 00	10.14	19 50	.17
Hicks	6,429 00	11.88	7,410 15	12.30	284 90	.53
Independence			313 50	11.31		
Kentucky	10,580 75	16.73	11,508 00	16.83	840 67	1.33
Kinsman	550 00	9.04	766 00	10.89	24 45	.41
Lovejoy			390 00	10.02		
Madison	1,076 00	12.30	1,150 00	9.48	65 00	.75
Marion						

Meyer	1,021 25	13.88	100 00	12.50	11 70	.10	10 00	.31
North	4,062 25	11.04	4,706 75	11.01	229 87	.63	133 22	.32
Orchard	10,713 00	11.29	10,639 13	10.85	712 75	.75	397 65	.40
Outhwaite			13,089 43	12.59			735 23	.70
Quincy	992 50	9.81	1,050 00	10.81	48 90	.49	43 25	.44
Ridge	550 00	17.24	550 00	25.82	20 38	.64	23 70	1.11
Rockwell	14,436 00	16.49	13,348 70	15.46	579 82	.66	480 70	.55
St. Clair	11,075 50	14.10	11,293 91	13.67	515 00	.66	433 27	.52
South			550 00	13.18			26 65	.63
Sterling	15,837 50	14.21	15,446 33	14.00	686 57	.61	431 12	.39
Tremont	7,683 75	11.39	9,171 00	12.01	464 21	.70	358 34	.46
Union Mills	1,097 50	10.95	1,050 00	11.24	41 26	.42	54 81	.58
Wade	5,461 25	11.70	6,184 88	11.11	193 75	.41	198 00	.35
Walnut	4,863 45	12.28	6,175 25	13.55	216 52	.54	152 61	.33
Warren	3,948 75	8.87	4,521 50	9.73	216 05	.50	169 05	.36
Washington	6,536 75	10.67	6,831 25	12.50	437 16	.72	285 82	.52
Willson	*7,296 50	10.69			643 48	.94		
Woodland	1,090 00	13.29	995 00	15.00	47 19	.57	40 70	.61
Total Grammar and Primary Schools .	169,905 58	12.58	183,739 46	12.74	9,102 63	.67	7,104 82	.49
Normal School	2,500 00	66.23	3,268 00	75.60	25 23	.67		
Central High School	14,198 00	50.74	14,315 00	43.59	542 48	1.94	422 12	1.28
West High School	8,960 00	74.41	8,554 00	62.16	229 40	1.91	302 91	2.20
East High School	5,400 00	81.81	5,100 00	68.00	201 19	3.04	398 28	5.31
Newburgh High School	1,194 55	72.83			30 93	1.88		
Total Higher Schools	32,252 55	62.00	31,237 00	53.47	1,029 23	1.98	1,123 31	1.92
GRAND TOTAL	\$202,158 13	14.41	\$214,976 46	14.32	\$10,131 86	.72	\$8,228 13	.55

* Transferred to the new Outhwaite building at the beginning of the Spring Term, 1873.

TABLE XII—CONTINUED.

	REPAIRS, SUPPLIES AND INCIDENTALS.				GRAND TOTALS.			
	1874-75.		1875-76.		1874-75.		1875-76.	
	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.	Amount Paid.	Per Capita.
Alabama	\$ 324 07	2.04	\$ 321 33	1.99	\$2,042 63	12.88	\$ 1,939 58	12.01
Bolton	351 83	1.59	367 08	1.51	4 653 02	21.13	4 590 42	19.00
Brownell	1,529 73	1.47	1,959 65	1.71	19,356 54	17.21	19,786 66	17.27
Case	529 83	1.02	791 41	1.23	6 869 58	13.20	7,268 35	11.35
Charter Oak	167 35	1.73	143 36	1.39	1,314 67	13.52	1,336 22	13.01
Clark	326 63	1.49	282 66	1.35	2,439 76	11.16	2,593 08	12.39
Crawford	68 95	2.37	107 56	4.78	545 35	22.21	623 86	27.72
Dunham	69 47	1.73	100 28	2.36	589 67	14.70	674 41	15.94
Eagle	644 14	1.60	690 85	2.02	4,830 80	12.04	4 195 36	12.29
Euclid	167 72	1.44	242 75	1.92	1,873 00	16.14	2,068 20	16.38
Fairmount	217 34	1.22	219 28	1.14	2,387 43	13.45	2 479 48	12.91
Garden	193 61	1.75	182 97	1.68	1,258 06	11.39	1 325 22	12.22
Gordon	103 33	.91	109 48	1.00	950 33	8.39	1,260 28	11.62
Hicks	941 03	1.74	940 04	1.56	7,654 93	14.15	8 621 31	14.31
Independence			47 98	1.73			374 83	13.53
Kentucky	956 87	1.52	1,342 48	1.96	12,378 29	19.58	13 208 16	19.32
Kinsman	147 56	2.43	129 61	1.84	722 01	11.88	912 91	12.98
Lovejoy			56 06	1.44			472 71	12.51
Madison			136 43	1.12	1,258 24	14.38	1,314 42	10.83
Marion	117 24	1.33	40 60	4.51			300 15	41.01

Mayflower	1,341 34	1.22	1,786 46	1.69	14,351 38	13.06	15,245 04	14.47
Meyer	123 78	1.68	77 57	1.61	1,156 73	15.72	694 17	14.46
North	923 59	2.51	458 63	1.13	5,215 71	14.18	5,298 60	13.07
Orchard	1,389 75	1.46	1,418 76	1.44	12,815 50	13.51	12,455 54	12.70
Outwaite			1,782 54	1.71			15,607 20	15.02
Quincy	131 49	1.30	120 87	1.24	1,172 89	11.60	1,214 12	12.50
Ridge	74 70	2.34	69 61	3.26	645 08	20.22	643 31	30.20
Rockwell	1,616 94	1.85	1,412 29	1.63	16,632 76	18.99	15,241 69	17.65
St. Clair	1,165 93	1.48	1,338 16	1.62	12,756 43	16.24	13,064 44	15.81
South			56 06	1.34			632 71	15.17
Sterling	1,654 07	1.48	1,961 39	1.77	18,178 14	16.30	17,838 84	10.71
Trenont	1,555 12	2.29	1,507 70	1.96	9,703 08	14.38	11,037 04	14.39
Union Mills	112 59	1.12	115 96	1.24	1,251 35	12.49	1,220 77	13.07
Wade	563 21	1.20	710 99	1.27	6,218 21	13.31	7,093 87	12.75
Walnut	755 40	1.91	704 17	1.54	5,835 37	14.74	7,032 03	15.43
Warren	481 61	1.08	479 09	1.03	4,646 41	10.45	5,169 64	11.12
Washington	1,232 75	2.01	1,130 53	2.06	8,266 66	13.40	8,247 60	15.09
Willson	1,961 29	2.87			9,901 27	14.50		
Woodland	291 03	3.54	122 24	1.84	1,428 22	17.40	1,157 94	17.46
Total Grammar and Primary Schools	22,231 29	1.65	23,464 88	1.62	201,239 50	14.89	214,309 16	14.85
Normal School	114 50	3.04	601 29	13.91	2,639 73	70.20	3,869 29	89.56
Central High School	1,445 26	5.16	1,723 86	5.24	16,185 74	57.84	16,460 98	50.12
West High School	943 44	7.83	1,189 80	8.64	10,132 84	84.15	10,046 71	73.01
East High School	918 35	13.92	1,021 34	13.61	6,519 54	97.26	6,519 62	86.92
Newburgh High School	66 88	4.11			1,292 36	78.80		
Total Higher Schools	3,488 43	6.71	4,536 29	7.76	36,770 21	70.68	36,896 60	63 15
GRAND TOTAL	\$25,719 72	1.83	\$28,001 17	1.86	\$238,009 71	16.96	\$251,205 76	16 73

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LIBRARIAN'S REPORT.

TO THE HONORABLE BOARD OF EDUCATION :

Gentlemen: I herewith submit for your consideration my First Annual Report, for the current year, ending August 31st.

Elected to the position of Librarian, and entering upon my duties under peculiar circumstances, and unfamiliar with the workings of the Library, it was not till the expiration of some months that I was able to give the necessary attention towards improving the system, which seemed inadequate to properly accommodate the public, and at the same time preserve the property.

As it had been decided to remove the Library to the present elegant and commodious quarters, my first labors were devoted to making the change. The books were all packed in boxes, the removal made, the shelves re-numbered from an irregular to decimal form, a complete new shelf catalogue made, and the Library opened to the public on the 18th day of October, at a cost of \$188.34. It was unadvisable to continue the use of the old shelf catalogue, and the arrangement of the books, and the change required a large additional amount of labor.

It was evident from the first that the method of giving out and registering books, added much to the labor, and, at the same time, was a source of inconvenience to the public, besides creating much delay and confusion at the desk.

The plan was changed by which books were only received at the desk, and the drawings registered at the case. The good effect was evident at once. It stopped the leaving of volumes upon the ledges, which had previously averaged not less than

five hundred per day, the gathering and re-distributing of which had been a severe tax upon the assistants, and suspended the pilfering, which could not be prevented, and was a source of serious loss to the Library.

It dissipated the crowds which were in the habit of making it a lounging place, and with larger average drawings than were ever before known, the rooms are entirely quiet, and the numbers present never so great as to interfere with the duties of the assistants. The number of books drawn each day is recorded at the close, and the classifications can be easily determined, and all disagreements as to dates of drawings are settled satisfactorily. The public, too, can be waited upon deliberately, and take all necessary time to select such books as may be desired.

As the statement will indicate, the loss by stealing has been considerable. I find that all books placed upon the shelves since April 1st, at which time the new system went into operation, almost without exception, were in their places when the account was taken, thus indicating that in future the loss will be almost nothing.

Of the books stolen, the largest percentage was fiction of the most sensational character, next juvenile works, then follow educational, and lastly, those pertaining to household affairs, including most of the books on cooking. The intrinsic value is not great, as they were mostly well-worn, and small volumes. The losses of the more valuable works is being made good, with the assurance that they will not again be pilfered.

Minor changes have been and are being made tending to simplify and expedite the work, and thus insure an almost absolute correctness. The time thus gained is devoted to allowing those who draw books to make their selections deliberately. I am gratified to believe that very general satisfaction is the result of the changes made.

I have endeavored to be very careful in the registering of new names, requiring recommendations where it seemed proper, but

am persuaded that the system of giving tickets is faulty and entails the loss of some books. As a free library, every person should be entitled to its privileges, but as there are many persons who have no permanent homes, who, when delinquents, cannot be found, I would respectfully suggest that some rule be made to apply to those who have no fixed places of residence.

It was supposed, when I assumed the duties of my office, that a catalogue of the books was already prepared for the press, but I found it of no practical use. There were titles of a large number of books not in the Library, and of others in the Library not in the lists, and besides, the removal and renumbering required a correction of every card, which of itself would take more time than to make a new catalogue. I considered it would best subserve the ends desired by printing the catalogue in a series of numbers, under classified heads, as arranged by my predecessor, and as my suggestions were endorsed by your honorable Board, the copy was prepared in that manner, and several series have already been printed, and have been sufficiently used to indicate that they admirably subserve the end designed. The pedant might suggest that all immaterial points have not been followed out, but it was not designed to make a work critically exact, only as to be a sure guide to the title and location of the books upon the shelves. I have devoted for many months, every hour of time that could be spared from my other duties to this work, and I hope, by the close of the year, that a complete catalogue of all the English books in the Library proper will be finished. A German catalogue will be commenced as soon as the books recently imported are bound and placed upon the shelves.

No attempt was made towards the establishment of a Library of Reference till the removal into the present rooms. The room devoted to that purpose is 22 by 52 feet in size, with ante-room and closets, is thoroughly lighted and ventilated, and already this department is attracting the attention of many cultivated and refined persons. It contains more than two thousand five

hundred volumes, many of them rare and costly works, and there is certainly no place in Cleveland where a leisure hour could be more pleasantly and profitably spent. In a city as large as ours, it is important that there should be one library in which could be found the books to which the student and the literary man could refer, and the nucleus is now so large that with a fair share of the funds appropriated to the purchase of books, it would in a few years grow into importance and become an institution to which intellectual citizens could point with pride. I have endeavored to lay the foundations of this library so carefully and so substantially, that each division will grow in harmony; and I have invited the co-operation and aid of some of our most cultivated and respected citizens, who express themselves as gratified to render all the assistance they are able, in the way of recommending books to be bought. The Committee on Library second my own views, and to the Chairman, especially, I should not omit to acknowledge my obligations for valuable suggestions and aid in this undertaking. The catalogue of this department will be prepared with special care, and every subject indexed, so as to be a complete aid to those who may avail themselves of its use.

So far it does not seem to be generally known that there is such a department, but the visitors are increasing in numbers, and a carefully kept account shows that the average attendance is sixty per day.

It having been stated by persons ignorant on the subject that the Library was a rendezvous for improper meetings of young persons, where they were allowed to remain undisturbed, I beg leave, in justice to myself, to state that there is no foundation in truth for the report. My time is given every night in the week to attendance in the Library rooms, and I can confidently assert that lounging and gossiping does not exist. Under the present system it is uncommon to see thirty persons in the rooms at the same time, and this with an average drawing of seven hundred volumes per day.

In the selection of new books the Committee have taken special care to try to elevate the standard of reading. What is termed sensational literature is excluded as far as possible, and the older works of that character, when worn out and condemned, are not replaced. It is a work which requires the nicest discrimination to cultivate the taste for reading and make a public library a true educator. I am not unaware of the responsibility of my position, and nothing has taxed my attention more severely than the effort to perform this work well. There has been a little improvement in the past year over previous ones in the quality of the books read, and at the end of another year I hope to make a still more favorable report.

The donations to the Library have been very few, not amounting to more than a dozen volumes during the past year. A half dozen government documents, perhaps, in all, have been forwarded by members of Congress, and these not complete works. Communications will be opened with the different government departments, as well as with other sources, from which it is to be hoped, that accessions will be made of books which could not be well bought. It requires more time to do this work than I have been able to give it, but the library catalogue, which has so long demanded my attention, will soon be completed, and I shall have leisure to devote to this important subject.

The following are the statistical reports of the different departments, to which I respectfully invite attention :

LIBRARY.

WHOLE NUMBER OF BOOKS IN THE LIBRARY UNDER CLASSIFIED HEADS:

Travel.....	1,369
Social Science and Special History.....	783
Belles-Lettres.....	106
Fiction.....	6,496
Juvenile.....	2,200
Essays and Miscellany.....	923
Wit and Anecdote.....	235
Records of the Rebellion.....	146

Natural History	425
Biography	1,028
Theology and Ecclesiastical History	819
Poetry	875
History	753
German	1,061
Collected	166
Physical Geography and Geology	213
Architecture, Art and Music	260
Education and History of Literature	275
Astronomy, Engineering and Mathematics	192
Natural Philosophy and Chemistry	197
General Science and Useful Arts	197
Physiology, Hygiene and Domestic Science	186
Elocution, Etiquette and Games	182
Mental and Moral Philosophy	209
Politics and Law	155
Botany, Horticulture and Agriculture	183
Ancient History, Archæology and Mythology	246
Games and Sporting	80
TOTAL VOLUMES ON SHELVES	19,960
In Reference Room	2,629
Odd Volumes not in Library	126
In Librarian's Office	54
TOTAL VOLUMES IN LIBRARY	22,769
Condemned Books	300
Volumes Lost and Paid for	10
Missing	409
	23,548
Number of Volumes on hand at end of previous year	18,834
Bought since	4,592
Donated	12
Recovered of Missing	116
	23,548

Of the missing more or less are recovered, particularly those which are charged to drawers, as the record enables us in many cases, to trace and reclaim them. I presume the real loss from

stealing from the time of opening, October 18, 1875, to April 1, 1876, when the new system went into operation, cannot be less than three hundred volumes, which indicates the necessity of the change made in the method of registering.

Of the condemned books four hundred and fifty volumes were given to the House of Correction, two hundred and fifty volumes to the Friendly Inns, and a considerable portion of the balance of those remaining to what is known as the Flower Mission. In this number is included the previously condemned volumes on hand.

CASES.

Eight cases were added during the year, four for the Library proper, and four for the Reference Room, at a cost of \$456.00.

DRAWING OF BOOKS.

The Library was opened to the public after its removal on the 18th day of October, 1875, and the following is a record of the drawings by months till the close, August 31 :

October 18 to November 30, 1875	30,887
December, 1875	16,267
January, 1876	22,138
February, "	20,649
March, "	19,218
April, "	17,845
May, "	15,563
June, "	13,019
July, "	11,471
TOTAL DRAWINGS.....	167,052

Average Drawings for 239 Working Days.....	Volumes, 698
Highest Number Drawn in One Day	1,235
Smallest " " "	291

By way of comparison I give the drawings of a few other Libraries as quoted from the Annual Report of the Chicago Library :

Chicago Library, 49,024 volumes, a daily average issue of 1,366 volumes.

New York Mercantile Library, 156,000 volumes, a daily average of 666 volumes.

Philadelphia Mercantile Library, with 109,943 volumes, a daily average issue of 813 volumes.

Cincinnati Public Library, with 78,249 volumes, a daily average issue of 700 volumes.

It will thus be seen that the average daily drawings, with one-half the number of books of the smallest of the Libraries named, is larger by several per cent. The number would have been considerably greater were not drawers restricted to two books to a family at the same time, and a strict watch kept to prevent school children from exceeding the prescribed limits.

CLASSIFICATION OF CIRCULATION.

Having no accurate data by which to make comparison with previous years, I cannot say whether the reading of fiction and juvenile works has been lessened, but as restrictions have been placed upon the drawings of children attending the public schools, I have no doubt there has been an improvement. The declining of the Committee to purchase works of a particularly high wrought and sensational character has also had its influence, and the care exercised in the selection of works in other departments ought to have some influence in inducing a higher aim of many who avail themselves of the use of the Library. The following statement is the result, after a careful examination, and is an accurate classification of the circulation :

Fiction	60.12
Juvenile.....	15.40
History	3.05
Biography.....	3.42
Science and Arts	6.50
Religious .....	.75
Poetry and Drama.....	1.05
Travels.....	4.16
German	5.55
	<hr/>
	100.00

The number of cards now out is 10,331 representing 25,827 readers.

PURCHASE OF BOOKS.

Number of Volumes Bought during past year.....	4,592
Cost of same.....	\$7,760.60
Average Cost per Volume	\$1.69

BINDING.

October and November, 1875.....	90 volumes	\$43 87
December, 1875.....	114 "	55 30
January, 1876.....	116 "	58 62
February, ".....	140 "	68 70
March, ".....	94 "	53 90
April, ".....	99 "	55 23
May, ".....	50 "	26 75
June, ".....	101 "	48 73
July, ".....	66 "	35 10
August, ".....	125 "	60 21

TOTAL BILLS FOR YEAR FOR RE-BINDING AND NEW BINDING, \$506 41

The previous year the cost of re-binding was \$1,079. The considerable reduction was caused by strictly scanning the volumes set aside for re-binding, and doing a more than usual amount of repairing.

In the Public Library of Chicago, almost exactly double the size, the binding bills for the past year, according to Librarian's Report, amounted to \$4,356.57; and the annual cost for the future is estimated at not less than \$4,000, and "as the work increases will exceed that sum."

FINES.

The amount of fines collected are stated in months, as follows :

	1874-5.	1875-6.
September.....	\$18 00	
October	43 10	
November.....	37 75	\$32 40
December.....	36 70	65 35
January.....	16 10	53 60
February.....	23 00	37 55

	1874-5.	1875-6.
March.....	43 40	44 35
April.....	64 35	53 30
May.....	46 10	55 85
June	39 35	47 95
July.....	52 90	32 90
August.....	16 75	28 72

TOTAL FINES FOR 1874-5—12 months.....\$437 50

“ “ “ 1875-6— 9 “\$446 77

Lost Books Paid for—10 volumes.... \$11 25

Subscriptions..... 6 00

Old Papers sold..... 8 86

Broken Glass paid for..... 1 20

Fine Money from Previous Year 133 79

161 10

TOTAL RECEIPTS FOR YEAR.....\$607 87

DISBURSEMENTS.

H. Fuller's Bill—fitting up.....\$ 96 24

Co-Operative Printing Co. 109 50

P. Watson—fitting up and glazing..... 100 20

Cleaning Rooms..... 11 50

Plumbing and Gas Fixtures..... 7 45

Postage, and postal cards..... 44 75

Ice Bill for 1875..... 8 85

Labels..... 26 99

Oil Cloth and Mat 2 80

Two Loads Sawdust..... 3 75

Two Journals and one Index 14 00

Two Journals and eight reams Registry Blanks ... 23 00

Stationery, Ink, etc. 74 56

Recovering Books..... 4 50

Cleaning Cases, inside 8 00

One gross Pencils 7 50

Sundry Expenses..... 17 06

500 65

BALANCE ON HAND.....\$ 47 22

A portion of the bills run back into the previous year, and blanks and journals are in supply for the year to come.

READING ROOM.

Located on the ground floor of the City Hall, the Reading Room is accessible to the public, and is largely visited. The average daily attendance, from actual count, in successive weeks, is four hundred and ninety-two, except Sunday. The expected popularity of keeping open on Sunday has not been realized, as the attendance has averaged less than fifty.

The mutilation of papers has become a serious evil, and notwithstanding the vigilance of the attendant in charge, the offenders contrive to escape detection. I would recommend that some action be taken, by offering a reward, or in some other manner, to put a stop to the cutting or in any manner mutilating the publications on file.

The number of papers and periodicals on file is as follows, with titles appended :

Dailies.....	30
Weeklies	26
Tri-Weeklies	1
Magazines.....	12
Quarterlies	1
German Papers.....	3
Bohemian	2
Foreign	7

DAILIES.

N. Y. Tribune.	Boston Post.
N. Y. Herald.	Baltimore Sun.
Chicago Tribune.	N. O. Picayune.
" Times.	St. Louis Republican.
Cincinnati Commercial.	Springfield Republican.
" Enquirer.	San Francisco Bulletin.
Philadelphia Press.	Toronto Globe.
Pittsburgh Commercial.	St. Paul Pioneer and Tribune.
Detroit Free Press.	Denver Times.
" Tribune.	Cleveland Herald.
Courier Journal.	" Leader.
Albany Argus.	" Plain Dealer.
Ohio State Journal.	" Wachter am Erie.
Toledo Blade.	" Anzeiger.
Buffalo Commercial.	" Columbia.

Sunday Papers.—N. Y. Herald, Times and World.

WEEKLIES.

N. Y. Observer.	Journal of Education.
N. Y. Ledger.	Nation.
The Investigator	Scientific American.
Trade Review.	Spirit of the Times.
Banner of Light.	Harpers' Weekly.
Irish World.	" Bazar.
Christian Register.	Frank Leslie's Illustrated News.
" Union.	Florida Sun, (tri-weekly.)
Woman's Journal.	Pokrok.
Christian Standard.	Delnicke Listy.

ENGLISH.

The Times.	Athenaeum.
Illustrated News.	Spectator.
Engineer.	Punch.

MAGAZINES.

Littell's Living Age.	Eclectic.
Harpers'.	St. Nicholas.
Galaxy.	Demorest's.
Atlantic.	Godey's.
Science Monthly.	Blackwood.
Appletons' Journal.	Unitarian Review.
Scribner's.	International Review, (six times
Lippincott's.	a year.)

The Reading Room is a popular branch of the Library. In the tabular statement it will be seen how extensively the public avails itself of its benefits. Accessions to the number of publications, both newspapers and magazines, would, in my opinion, be desirable, and the present room can, without crowding, receive the necessary stands for papers.

It was a gratification to be continued a second year by the unanimous vote of your honorable Board, and it will be my earnest effort to thoroughly merit the confidence reposed in me. I return my thanks to your honorable body, and especially to the Committees, who have treated me with uniform respect and consideration.

I. L. BEARDSLEY,

Librarian.

Manual of the Schools.

RULES

FOR THE

GOVERNMENT OF THE SCHOOLS,

AS REVISED MAY, 1876.

GENERAL RULES.

1. **SCHOOL TERMS.**—The First Term of the school year commences on the first Monday of September, and ends on the Friday preceding Christmas. The Second Term commences on the first Monday of January and continues twelve weeks. The Third Term commences after a vacation of two weeks, and continues eleven or twelve weeks, as may be necessary to complete a school year of forty weeks.

2. **SCHOOL HOURS.**—The hours of daily sessions of the schools shall be from 9 o'clock A. M. to 12 M., with a recess of fifteen minutes; and from 2 to 4 o'clock P. M.

3. **HOLIDAYS.**—The annual Thanksgiving Day with the following Friday, and Washington's Birthday, shall be the established holidays of the schools.

4. **DISMISSION.**—No dismissions of the schools at other times than are or may be hereafter provided for by the Board of Education shall be permitted, on any pretext whatsoever, except on the written order of the Superintendent, given for causes concerning the best interests of the school or schools dismissed.

5. **DISMISSAL OF CARD AND PRIMER CLASSES, ETC.**—The

Card and Primer Classes in the Primary Schools, and all First Reader Classes whose average age is eight years or less, may be dismissed at recess in the morning, provided that no pupil shall be thus dismissed against the wishes of its parents.

6. **ANNUAL EXAMINATION.**—The Annual Examination of all the Public Schools shall be held at the close of the last term of each year, under the direction of the Board or the Superintendent.

7. **SCHOOL BUILDINGS AND PREMISES.**—No Public School building or premises shall be rented, or permitted to be occupied or used for any other purpose whatsoever than for Public Schools, except by special consent of the Board.

8. **TEXT BOOKS TO BE UNIFORM.**—The studies prescribed and the text-books used shall be such only as may be prescribed by the Board of Education. Each scholar shall be provided with the required books, or, after due notice to the parents, **BE DENIED THE PRIVILEGE OF ATTENDANCE.**

9. **THE CLERK MAY PROVIDE INDIGENT PUPILS WITH BOOKS.**—When parents are unable to furnish the necessary books, notice of the fact, with a list of those needed may be sent to the Clerk of the Board, who may then provide the same at the expense of the city, according to the rules governing the purchase and distribution of other supplies. All books thus furnished by the Clerk shall be entered on the first page of the register, numbered, and loaned to the scholar till the close of the term, and it shall be the duty of the teacher to report, monthly, the number of each kind of book thus furnished up to date; and at the close of each term to collect and deposit the same with the Principal of the School.

10. **CHANGE OF TEXT BOOKS.**—Whenever any new text-book is adopted by the Board to the exclusion of another already in use, it shall be obligatory on the publisher, or his agent, to exchange the former for the latter, for the period of two months, without cost to those pupils who have been provided with the

latter; and it shall be the duty of the Superintendent and the Principals to see that this condition is fulfilled.

11. **TRANSFER OF SMALL CLASSES.**—The Superintendent is authorized to temporarily transfer the pupils of classes composed of less than five in number, to such other school as shall be deemed by him for the best interest of both of them; provided that no such transfer be made that shall in any way diminish the grade and efficiency of said school; and the Board shall provide for the transportation of such scholars from school to school, at the Board's expense.

12. **NAMES OF SCHOOL BUILDINGS.**—Each of the school buildings shall be known to the Board only by the name of the principal street upon which said building is located.

GERMAN.

13. **ORGANIZATION FOR GERMAN INSTRUCTION IN PRIMARY GRADES.**—Every eighty or one hundred pupils in the Primary Schools of any one grade, according to the course of study prescribed for said schools, whose parents or guardians desire them to pursue the study of English and German conjointly, shall be divided into two sections, to be placed under the instruction of an English and German teacher, who shall exchange sections every half day, (the pupils or teachers exchanging rooms, as may seem most convenient,) in such a way that the pupils of both sections may receive an equal amount of instruction from both teachers; and to this end they shall be governed by the annexed time table as far as possible. This rule shall not prevent the organization of classes of forty pupils, provided that a teacher can be found for the same, who can teach the two languages with accuracy and purity. In this respect, great care shall be taken that pupils may not be taught to speak either language with faulty accent or construction.

14. **ORGANIZATION FOR GERMAN INSTRUCTION IN GRAMMAR GRADES.**—Whenever, in any school, forty pupils may be

found in the Grammar School classes, whose parents or guardians may desire them to continue the study of the German language in connection with their English studies, a teacher of German shall be employed, and the pupils of the several classes shall be permitted to attend his instruction for one lesson of not less than forty minutes per day; the time to be so arranged by the Principal of the district as to prevent any interference of the German and English studies. All classes in the Grammar Department shall have at least four lessons per week, of forty-five minutes each.

15. **CARD TO CHILDREN OF GERMAN-SPEAKING PARENTAGE.**—On their first entrance into school a card shall be presented to all the pupils of German-speaking parentage, making inquiry as to whether they desire their children to study German and English or English only. And the replies thereto shall be filed for future reference, and the pupils classified accordingly.

16. **WHEN TO BEGIN STUDY OF GERMAN.**—Pupils desiring to commence the study of the German language shall be permitted to do so only in the third, fifth, and seventh years of the course, as provided for in the rules of the schools, unless they show on due examination that they are sufficiently qualified to pursue the study with other classes without retarding the progress of said classes.

17. **TRANSFERS OF PUPILS FOR GERMAN INSTRUCTION.**—Children not residing in districts for which German instruction is provided, whose parents desire them to pursue that study, may obtain a transfer to said schools on making application to the Principal of the district in which they reside, who shall refer the same to the Committee on Boundaries.

SUPERVISING PRINCIPALS.

18. **TO ACT AS LOCAL SUPERINTENDENTS.**—The Supervising Principals, as local Superintendents of all the schools

within their respective districts, shall, under the direction of the Superintendent of Instruction, be responsible for the observance and enforcement of the rules and regulations of the schools; and in the discharge of their duties they shall be entitled to the respect and deference of all teachers in their respective districts.

19. ORDER AND CLEANLINESS ABOUT SCHOOL PREMISES.—They shall see that good order is maintained upon the school premises, and in the neighborhood thereof, and that the strictest cleanliness is maintained in the school buildings and outhouses belonging thereto, and report to the Clerk any negligence of the Janitors.

20. TO CLASSIFY THE PUPILS, MAKE REPORTS, ETC.—They shall classify the pupils in the different grades, according to the Course of Study, and shall, in every way possible, co-operate with the Superintendent in advising teachers as to the best methods of instructing and governing their schools.

21. TO NOTIFY TEACHERS OF RULES, TEACHERS' MEETINGS, ETC.—They shall see that the teachers within their respective districts are promptly notified and duly advised as to all rules and regulations pertaining to the government and classification of their schools, and that they carry out the same in every particular. They shall see that parents are duly notified of the absence of their children in all cases where the cause of absence is unknown or is not satisfactory to the teacher; and they shall have power to suspend pupils temporarily, for insubordination and irregularity of attendance, provided, that due notice of the same be given, without delay, to the parents of the suspended pupil and to the Superintendent of Instruction.

22. TO MAKE MONTHLY AND QUARTERLY REPORTS.—When required, it shall be the duty of the several Supervising Principals to make monthly reports to the Superintendent of Instruction, of the number of visits made by them respectively to the several schools under their supervision, together with a statement of the time spent in each school.

23. **RECORDS TO BE NEATLY KEPT, AND REPORTS MADE PROMPTLY.**—They shall see that all the records of the several departments are neatly, regularly and accurately kept by the teachers, according to the regulations prescribed by the Superintendent; and, on the Saturday preceding the day specified by the rules of the Board for the payment of teachers' salaries, they shall transmit to the Clerk a report of the number of days' service of each teacher within their respective district, required by the Board of Education or Superintendent, according to the blank forms furnished them for the purpose; and they shall communicate such other information as the Board may from time to time require, or as they may think it important to communicate; and any failure, except from sickness, to file the aforesaid reports with the Clerk and Superintendent, according to the full requirements of the form prescribed, shall debar them from the reception of their salary till the same is satisfactorily rendered to the proper officer.

TEACHERS.

24. **REPAIRS AND SUPPLIES.**—The Principals of the several Buildings shall transmit to the Clerk of the Board a list of all repairs and supplies which may be required, the teachers of all departments reporting the same to the Principal.

25. **EXAMINATION.**—No person shall be employed as a permanent teacher, or on trial for more than one term, in any of the Public Schools, who shall not first have passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

26. **ELECTION.**—The teachers of the Public Schools shall be elected by the Board of Education annually, at its last regular meeting previous to the close of the schools for the summer vacation, and shall hold their positions for one year unless sooner removed by the Board.

27. **TEACHERS TO BE PUNCTUAL AND TO REPORT DEVIA-**

TIONS.—Teachers shall be in attendance at their respective school rooms, and open the same for the reception of the pupils at least twenty minutes before the hour of nine o'clock in the morning, and fifteen minutes before two o'clock in the afternoon. They shall also invariably report their own tardiness, dismissal, absence, or other irregularities, in the monthly reports to the Clerk of the Board.

28. A COPY OF THE REGULATIONS TO BE KEPT IN EACH SCHOOL ROOM.—Each teacher is required to have a copy of the Regulations at all times in his or her school room, and to read to the scholars, at least once each term, so much of the same as will give them a just understanding of the rules by which they are to be governed; also, furnish, annually, each family represented in the school with a copy of the rules for scholars.

29. TEACHERS TO KNOW AND OBSERVE THE REGULATIONS.—It shall be the duty of the teachers to make themselves familiar with all School Regulations, and to co-operate with the Board in such measures as will best secure their observance. A faithful compliance with these rules on the part of teachers shall be one of the conditions of their retention.

30. TO HAVE CARE OF SCHOOL ROOMS.—Teachers shall have the immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging, and they shall annually, at the close of the year, give the Principal an inventory of all furniture and supplies therein, according to blanks to be furnished by the Superintendent of Buildings. They shall also co-operate with the Principal in securing good order and neatness in the halls and about the school premises.

31. WARMING AND VENTILATING.—Teachers shall pay careful attention to the warming and ventilating of their school rooms. In houses warmed by heated air from chambers below, they will, in all cases, keep the lower registers of the ventilating flues open, and, except for special reasons, the upper ones

closed; and in houses heated by stoves, or by any direct radiators, they shall ventilate the rooms by lowering the upper sashes, taking special care however, that the children be not allowed to sit in currents of cold air. At recess the teacher shall, in all cases, see that a proper supply of fresh air is admitted to the room.

32. **TEACHERS' MEETINGS.**—Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse for absence shall be allowed other than such as would justify absence from a regular session of their schools.

33. **TEACHERS' VISITS TO OTHER SCHOOLS.**—All teachers may be allowed one-half day during the first term of each school year, for the purpose of visiting one or more of the Public Schools of the city, and observing the modes of instruction and discipline therein pursued. The Superintendent may, at his discretion, grant to such teachers as may desire it, an additional half-day each year for the same purpose; and he shall have power to prescribe such rules as he may deem needful for securing the objects for which such visits are allowed.

34. **CORPORAL PUNISHMENT.**—In inflicting corporal punishment,* (which should be resorted to only in case of extreme necessity, arising from flagrant and persistent disobedience,) no other instrument than a common rod or whip shall be employed,

* The following is an extract from the report made by the Committee on Discipline, March 26, 1863. It is here inserted because it embodies the sentiments yet held by the Board of Education :

“ While the Board are of the opinion that corporal punishment can not be entirely dispensed with in our schools, they are decided in the conviction that it should be resorted to only in cases of flagrant and persistent disobedience, nor then till all other means are exhausted.

“ The best teachers are those who rule by moral influence; and when physical infliction is necessary, it should be administered with deliberation and self-possession on the part of the teacher, without doing permanent injury to the person, and with a view to the best moral effect upon the pupil and the school.”

and all cases of such punishment shall be reported to the Superintendent, according to the form and requirement of blanks, to be furnished by him for the purpose.

35. MORAL INSTRUCTION.—It shall be a duty of the first importance on the part of teachers, to exercise constant supervision and care over the general conduct of their scholars, not only while in school, but also on their way to and from home; and they are especially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

36. STUDY AS PUNISHMENT.—No proper school work shall be exacted as a punishment.

37. DETENTIONS FOR PUNISHMENT.—No pupil shall be detained at noon recess; and a pupil detained at any other recess shall be allowed to go out immediately thereafter. No pupils shall be detained in the afternoon after school hours for punishment more than ten minutes at a time unless report be made of the names and offences of said pupils and time of detention, according to blank form to be prepared by the Superintendent, nor more than thirty minutes at a time. This rule shall not be construed to forbid the detention of pupils for study for thirty minutes.

38. TEACHERS TO FORBID THE USE OF OXALIC ACID.—The use of oxalic acid or other deadly poison by pupils for the removal of ink, shall be forbidden by the teachers in our schools, except in the laboratory.

39. DONATIONS NOT ALLOWED.—No donation shall be called for or permitted by the teachers in any of the schools in this city from the pupils for any purpose whatever, unless specially authorized by this Board.

40. CO-OPERATIVE DUTIES OF SPECIAL AND CLASS TEACHERS.—The special teachers in Penmanship, Drawing and Music, if any such be employed, shall visit regularly and impartially the several departments in which they are expected to instruct; and

the teachers in those departments shall invariably be present to preserve order, and to aid in such measures as will make the special instruction most valuable to the scholars.

41. AGENTS, LECTURERS AND EXHIBITORS.—No teacher shall permit any of his or her time, or that of the school, to be occupied in school hours by agents of books or apparatus, lecturers or exhibitors. And no notice of lectures, concerts, exhibitions, etc., by or in behalf of parties not officially connected with the schools, shall be given except by permission of the Board of Education.

42. COMPLAINTS AGAINST TEACHERS.—Any parent or guardian, feeling aggrieved by the government of any teacher, may make application for redress to the Superintendent. In case, however, that dissatisfaction arise with the decision of the Superintendent, the matter may be referred to the Committee on Discipline, and an appeal may be made therefrom to the Board of Education, which shall appoint a special committee, whose decision shall be final and of full effect, as the decision of the Board.

43. APPLICATIONS TO THE CLERK AND SUPERINTENDENT.—All applications by teachers or others, concerning school matters, shall, as far as practicable, be made between the hours of 4 and 6 P. M., on school days, and from 9 to 11 o'clock A. M., on Saturdays, at the rooms of the Board of Education.

44. CHOICE OF OPTIONAL STUDIES.—No supervisor or teacher shall use any influence, directly or indirectly, to induce any parent or guardian to select any particular study among the optional studies allowed by the Board. This rule is not to prevent teachers from answering inquiries of parents relative to choice of optional studies.

SCHOLARS.

45. NONE TO BE ADMITTED UNDER LEGAL AGE.—No child under six years of age shall be admitted to the Public Schools.

In case of doubt as to the age of any applicant, the teacher may require a written certificate thereof from the parent or guardian.

46. **NON-RESIDENTS.**—None but children, wards, or apprentices of residents of the city of Cleveland shall be allowed to attend the Public Schools free ; but other persons within the school age, on the payment of tuition fees prescribed by the Board, may be admitted whenever the Superintendent of Instruction is satisfied that such admission will not occasion inconvenience to resident pupils.

The charges for tuition of non-residents shall be, in the High Schools, first term, sixteen dollars ; second and third terms, each, twelve dollars. In all schools of lower grades, first term, eight dollars ; second and third terms, each, six dollars. On the presentation of the receipt of the Treasurer of the city, for the fees as above prescribed, the Superintendent may issue an order for the admission of said non-residents ; but, without such an order from the Superintendent, no child of a non-resident shall be admitted or permitted to remain in school.

47. **SCHOLARS TO ATTEND IN THEIR OWN DISTRICTS.**—No scholar shall be allowed to enter or remain in any Public School out of his or her own district, except by special permission of the Committee on Boundaries, to be granted for other cause than any supposed difference in the character of the schools or of individual pupils of the schools in question ; provided, however, that said Committee shall refer all transfers to the Board in cases where they would seriously interfere with the proper distribution of pupils among the several schools. In case of removal from one School District to another within any school year, parents shall have the privilege of continuing their children till the end of the year in the school which they may have attended at the time of removal.

48. **VACCINATION.—CONTAGIOUS DISEASES.**—No pupil shall be received in any Public School without furnishing a satisfactory certificate that he or she has been successfully vaccin-

ated, or otherwise protected from the small pox, and no scholar affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the Public Schools.

49. DUTIES OF SCHOLARS.—Every scholar is required to attend school punctually and regularly; to conform to all the rules of the schools; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language, and to be clean and neat in person and attire.

50. ABSENCE AND TARDINESS.—After each morning and afternoon session it shall be the duty of the teachers to notify, without exception, the parent or guardian of every absent scholar, and of every one tardy without excuse. Children shall not be sent home for excuse, when tardy, but may be required to furnish an excuse at the next morning session of the school, if by that time an excuse be not furnished by the parent or guardian; provided that notice of tardiness shall in every case be served according to this rule.

51. THE ONLY EXCUSE FOR TARDINESS OR ABSENCE accepted by the teacher shall be for sickness or some urgent cause, rendering punctuality impossible or extremely inconvenient. When excuses are considered insufficient, the teacher shall mark on the record, "Not accepted," and receive the pupil under the following Rule:

52. SUSPENSION FOR UNNECESSARY ABSENCE.—Pupils absent for more than three half days, or tardy more than three times in any one school month, without excuse satisfactory to the teacher, or causes other than those specified in the preceding Rule, unless sufficient guarantees for future regularity are given, may be reported by teachers to the Superintendent, with a recommendation that they be suspended from school till the next meeting of the Board, and the Superintendent shall have

power to carry out such recommendation. But no teacher shall thus report any pupil until he or she shall have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

53. SUSPENSION FOR MISDEMEANORS.—Scholars guilty of the above or other irregularities, and habitually neglectful of their studies and of the Rules of the School, may be required to report themselves to the Superintendent for advice, admonition, reprimand or suspension.

54. ABSENTEES FROM EXAMINATION.—Any pupil who shall absent himself from any regular examination of the schools, and who shall fail to render sufficient excuse for such absence, may be suspended from the school until the next meeting of the Board, and not be allowed to return until that time, without permission from the Superintendent or Committee on Discipline.

55. REGULAR LEAVE OF ABSENCE.—Application for regular leave of absence or dismissal must be made to the Superintendent, who may grant such requests, provided they do not seriously interfere with the regular Course of Study.*

56. DISMISSALS—LEAVE OF ABSENCE.—No scholar shall be dismissed, saving in case of illness, before the close of the school hours, except at the written request of the parent or guardian. All such requests, however, shall be discouraged by the teacher as much as possible ; and if he or she has reason to suppose that the request is made for reasons insufficient to warrant the interruption of the pupil's studies and recitations, the request shall be refused.

57. DAMAGES TO SCHOOL PROPERTY.—Scholars who shall

* NOTE.—A certificate—to the effect that the regular leave of absence desired will not “seriously interfere with the regular Course of Study,” that is, the progress of the pupil and of the school—is, in all cases, required from the teacher, before the application is entertained by the Superintendent.—SUPERINTENDENT.

be guilty of defacing or injuring any school property shall be required to pay in full for all damages. Notices of such damages shall be sent to the parent or guardian of the scholar, and in default of payment, the case shall be reported to the Clerk of the Board, who shall proceed with it according to law. Scholars thus reported to the Clerk shall not afterwards be allowed to attend school until payment of damages shall have been made, or the case otherwise adjusted.

58. **SCHOLARS TO LEAVE THE SCHOOL PREMISES.**—Scholars shall not be allowed to assemble about the school premises at unreasonable hours before the commencement of school, nor remain after the dismissal of the same, and in going to and from school they shall avoid any interference with, or trespass upon, private property.

59. **SCHOLARS REMAINING AT NOON RECESS.**—All children attending our public schools, and living too far from their respective schools to go home to dinner, shall have the privilege to remain in the school building between the hours of 12 M. and 2 P. M., and the janitor of the different buildings shall keep order during these hours.

THE UNCLASSIFIED SCHOOL.

60. **CONDITIONS OF ADMISSION.**—Whenever, on due inquiry and investigation, it shall appear to the Supervising Principal of a district that the attendance of any pupil, either by reason of incorrigibility or immoral conduct, is pernicious to the interests of the school of which he is a member, the Supervising Principal shall refer the case in full to the Superintendent of Instruction, stating the reasons which may have led him to that conclusion, and at the same time he shall notify the parent of said reference to the superintendent. Thereupon, the Superintendent may, on conference with the parent, transfer the said pupil to the Unclassified School, if no objection be made by the parent; but if objection be made, it shall be the duty of the

Superintendent to submit the case, with all the necessary information pertaining thereto, to the Committee on Discipline, who shall, at their discretion, return the pupil back to the school from which he came, for further trial, assign him to the Unclassified School, or report him to the Board for expulsion, as they may deem best.

61. RETURN TO GRADED SCHOOLS.—On sufficient evidence of good conduct, the Superintendent may return a pupil thus assigned to the Unclassified School, back to the school from which he came, but not during the term that he was sent.

62. STUDIES.—The studies in this school shall, so far as the number of classes will permit, be the same as is required by the course of studies prescribed for the corresponding grades of the Grammar and Primary Schools of this city, provided that the branches essential to classification be not neglected. In all other particulars this school shall be governed by the rules as prescribed for the other schools of the city.

DUTIES OF JANITORS.

63. JANITORS UNDER SUPERINTENDENT OF BUILDINGS AND PRINCIPALS.—It shall be the duty of the Janitors of the several school buildings, during the sessions of the schools, under the general direction of the Superintendent of Buildings, and in accordance with the regulations herein prescribed, to yield a ready obedience to the requests and directions of the Principals of the schools. During vacation they shall be under the direction and control of the Superintendent of Buildings.

64. SWEEPING, DUSTING AND CLEANING.—They shall keep the school buildings, water closets, basements and outhouses thoroughly clean and free from lead pencil and chalk marks, in which latter particular they shall have the co-operation of all the teachers, as directed by the several Principals. They shall sweep the school rooms, cloak rooms, and halls, and thoroughly dust the woodwork and furniture thereof after each sweeping.

They shall dust the walls of the school rooms and of the halls as often as once per month ; they shall scrub the floors and wash the woodwork, windows and transoms, as often as they may be directed by the Principals of their respective buildings ; and always before the commencement of the Winter and Spring Terms ; they shall keep the school yards clean, and all the walks, both inside and outside the fences belonging to the school grounds, well swept and free from snow, and when covered with ice, said walks and the steps around the building shall be kept well covered with ashes or saw dust, so as to effectually prevent slipping thereon, and in default of this precaution against accident, said Janitors shall each be responsible to the Board for any injury caused by this neglect.

65. HEATING APPARATUS.—The Janitors shall have the exclusive control of the heating apparatus, under the direction of the Superintendent of Buildings ; and they shall be held responsible to the Board for any damage to the same resulting from their carelessness or neglect ; they shall report promptly any defect in the steam heating apparatus, furnaces, stoves, and stove pipes, to the Superintendent of Buildings, who shall have the authority to repair the same without delay ; where steam is used the Janitor in charge shall promptly turn it off or on at the request of the teacher desiring the change, but in no case shall the teacher or pupil interfere with said apparatus. In school buildings heated by stoves the Janitors shall supply coal for said stoves as directed by the teacher ; and they shall keep the stoves well blacked.

66. MISCELLANEOUS.—They shall give special attention to the ventilation of the school rooms, halls, and basements, under the direction of the Principals of the Schools and of the Superintendent of Instruction ; they shall fasten loose seats to the floor, glaze windows when necessary, and keep the window curtains in good order ; they shall wash all ink wells as often as once per month, if required to do so by the Principal of the

school; and they shall perform such other duties as may be required of them not inconsistent with the duties herein prescribed.

EXAMINATION OF TEACHERS.

RULES OF BOARD OF EXAMINERS.

1. The regular English examinations of the Board shall be held at the Office of Public Schools, 72 Prospect street, commencing on the Friday preceding the last Saturday of every month, at ten o'clock A. M., continuing till five o'clock P. M., and from nine o'clock A. M. on the Saturday following till five P. M. The regular German examinations shall be held at the same office on the second Friday of the months of February, March, July, August, October and December.

2. Candidates who are not present at the appointed hours shall forfeit the right to examination. None who have failed in their examination shall be admitted to a second examination (except by special action of the Board) till after the expiration of six months from the time of the first.

3. All English candidates shall be examined in Orthography, Definitions, Reading, English Grammar, Composition, Arithmetic, Geography, American History, Physiology, Theory and Practice of Teaching, Music, Drawing and Penmanship. In addition to these branches, gentlemen shall be examined in General History, Physics and Algebra. All German candidates shall be examined in Reading, Orthography, Oral and Written Translation, German and English Grammar, German Composition and Conversation, Theory and Practice of Teaching, and Penmanship. For positions in the High Schools, candidates shall be examined also in the branches proposed to be taught by them. Teachers of special branches shall be examined in their special branches only.

4. In these examinations, all papers shall be marked on a scale of one hundred. Less than seventy-five in Grammar or Arithmetic, and less than sixty in any other branch—or less than an average of seventy-five in all—shall be considered a failure and no certificate shall be issued, except in Music, Drawing and Penmanship, in which a candidate may receive a certificate and be conditioned upon a lower standard.

SALARIES OF TEACHERS.

1876-77.

NORMAL SCHOOL.

Principal.....	\$2500 00
Assistant.....	900 00
Training Teachers.....	900 00

CENTRAL HIGH SCHOOL.

Principal.....	\$3000 00
First Male Assistant.....	2000 00
Second Male Assistant.....	1800 00
Other Male Assistants.....	1300 00
First Female Assistant.....	1200 00
Second Female Assistant.....	1100 00
Other Female Assistants.....	900 00

WEST HIGH SCHOOL.

Principal.....	\$2500 00
First Male Assistant.....	1800 00
Second Male Assistant.....	1800 00
Other Male Assistants.....	1200 00
First Female Assistant.....	1100 00
Second Female Assistant.....	900 00

EAST HIGH SCHOOL.

Principal.....	\$2500 00
First Male Assistant.....	1100 00
First Female Assistant.....	1100 00

GRAMMAR AND PRIMARY SCHOOLS.

Supervising Principals.....	\$2500 00
Principals of Brownell, Kentucky, Outhwaite, Rockwell. St. Clair, Sterling and Tremont Schools.....	1200 00
Principals of Mayflower and Walnut Schools.....	1000 00
Principal of Case School.....	950 00
Principals of Hicks and Orchard Schools.....	900 00
Principals of Marion and Washington Schools.....	800 00
Principals of North, Wade and Warren Schools.....	750 00

All others according to experience, as follows :

For the First Year.....	\$400 00
For the Second Year.....	450 00
For the Third Year.....	500 00
For the Fourth Year.....	550 00

All teachers whose experience has been acquired as above in other than the Cleveland Schools, or Schools of an equal grade, and whose success is not well ascertained, shall, on employment for the first fourteen weeks, receive the salary prescribed for teachers in the first year of their experience, and thereafter the salary prescribed in the above schedule ; provided, that in no case shall any salary be advanced except on good and sufficient evidence of decided progress in the art of teaching ; and provided, further, that no salary shall be advanced beyond five hundred and fifty dollars per year, except on evidence of such eminent success as shall contribute to the reputation of our schools, and in no case shall any salary be advanced beyond six hundred and fifty dollars per annum, except in the case of assistants in A Grammar classes, who, if in charge of a separate school room, shall receive nine hundred dollars ; if not, they shall receive eight hundred and fifty dollars ; and assistants in B Grammar classes, who, if in charge of a separate school room, shall receive eight hundred dollars, and if not, they shall receive seven hundred and fifty dollars ; except those who hear but one recitation per day in the A and B Grammar classes, whose salaries shall be determined by the Committee on Salaries and approved by the Board of Education.

The evidence to which reference is made above, shall, in all cases, be the certificate of the Supervising Principal of the district, stating the particulars in which the success has been attained, countersigned by the Superintendent of Instruction, and approved by the Committee on Salaries, and also, in case of doubt, by the Board of Examiners.

SPECIAL SUPERINTENDENTS.

Supervising Principal of German.....	\$2000 00
Special Superintendent of Primary Instruction.....	1400 00

SPECIAL TEACHERS.

Teacher of Music.....	\$2500 00
Teacher of Drawing.....	2250 00
Teacher of Penmanship.....	2000 00

Under the above rule the salaries of the following German Teachers were fixed, October 2, 1876, as follows :

Th. Kirchberger, Rockwell.....	\$900 00
B. Hartrath, Rockwell and Brownell.....	800 00
Karl F. Preuss, St. Clair.....	850 00
Mr. Willhelm, Case and St. Clair.....	750 00
Miss French, Bolton and Euclid.....	850 00
Miss Geuder, Outhwaite.....	850 00
Miss Riesterer, Sterling and Outhwaite.....	850 00
Mr. Schoene, Mayflower and Outhwaite.....	750 00
Mr. Schroeder, Brownell.....	900 00
Miss Spenzel, Kentucky.....	900 00
Miss H. Schulz, Orchard and Kentucky, (to be advanced according to experience).....	450 00
Mr. Barth, Hicks.....	650 00
Mr. Pretzer, Wade and Hicks, fixed by experience.....	
Miss H. M. Schulz, Tremont.....	750 00

COURSE OF STUDY.

PRIMARY GRADES.

FIRST YEAR—FIRST TERM.

READING.—Lessons on Cards. A few words to be first learned by the word method, and their phonic elements to be derived by analysis : the letters representing those elements to be pointed out and learned, and finally combined into new words, (synthesis,) and these as rapidly as possible into sentences and short stories. To assist in the construction of sentences, suitable words, containing elements not yet learned, may be taught by the word method. The minimum requirements for this term should be an ability to make out any short word containing the short sounds of **A** and **E**, combined with the consonants that appear in the cards so far as studied. By far the greater part of the work of this Term should be with the use of the blackboard. From the very first the proper phrasing of sentences to be attended to, and correct modulations of the voice to be cultivated.

SLATE WRITING.—Letters and words to be printed (or written) as learned. Printing words at dictation, and writing words and letters after copies written on the blackboard.

NUMBER.—Clear and ready perceptions of number from one to five to be developed with use of objects, and at every successive step all possible additions, subtractions, multiplica-

tions and divisions of integral numbers to be learned within each limit as it is reached.* Exercises in rapid reckoning to be given at every step, and applicate problems to be varied so as to keep up the interest of the class. Not more than twenty minutes per day should be allowed for instruction in this branch, and no exercises given to be written on the slate.

LESSONS ON OBJECTS AND COMMON THINGS.—Introduction to the school. Talks about home, toys, parents, names of boys and girls. Why they go to school, etc. Obedience to parents and teachers. Lessons on selected objects named on the cards. Color, size, form, weight to be introduced in connection with the things named, during this and succeeding Terms of the year. The classes studying German will take the Course in Object Lessons which is prescribed in the German Course of Study.

LANGUAGE.—It must be remembered that one of the great purposes of the introduction of Object Lessons is the cultivation of the language of the child; and hence it is, that just as far as possible, he is to be encouraged to speak in complete

* For instance, at the very first step, the idea of *one* or unity being as clearly settled in the mind of the pupil as is possible at this stage, he immediately learns to answer the following questions: If *one* be taken from *one* how many remain? One times *one* is how many? In *one* how many times *one*? Or, as soon as the idea of *two* is presented the scholar learns within this limit that *one* and *one* are *two*; and conversely, that *one* taken from *two* leaves *one*; that *two* taken from *two* leaves *nothing*; that *two* times *one* is *two*, and that *one* times *two* is *two*; and conversely, that in *two* there are *two ones*, and *one two*. Here it is well to introduce the characters which represent *one* and *two*. The other digits may be put into use as the class progresses. The idea of *three* being brought into clear conception, the pupil learns that 1 and 1 and 1 are 3; that 1 and 2, and 2 and 1 are 3; and conversely, that 1 from 3 leaves 2; that 2 from 3 leaves 1; and, as a special mode of addition, he learns that 3 times 1 is 3; that 2 times 1 and 1 more is 3; and 1 times 2 and 1 more is 3; and conversely, that in 3 there are three 1's, one 2 and 1 over, etc. *Four* and *five* are taken in like manner, and the work of the term is done.

sentences. The repetition of sentences elaborated by the pupils of a class, under the direction and with the assistance of the teacher has its advantages; but it must be remembered that success is found only in eliciting from the children the spontaneous expression of their childish thoughts. Systematic correction of common faults in the use of language to be commenced in this, and continued through all succeeding grades.

COMPOSITION.—At first merely imitative. Copying words and sentences printed on the blackboard by the teacher. The children to be encouraged to write sentences of their own as soon as the number of words learned will permit.

PHYSICAL EXERCISES.—Every half hour.

FIRST YEAR—SECOND TERM.

READING—Cards to be continued. The power to make out new words from phonic elements to be carefully cultivated. In exercises of this kind words of two or three syllables should be frequently employed. Exercises in the pronunciation of words at a glance should be given daily. Longer reading exercises should be printed or written on the blackboard. The First Reader may be introduced for occasional exercises at the discretion of the teacher.

SLATE WRITING.—Printing words at dictation, and writing the script characters after copy, continued.

NUMBER.—Addition, subtraction, multiplication and division of numbers to be extended step by step to ten, the four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought.

LESSONS ON OBJECTS.—Lessons on the school room, its parts, its furniture. What belongs to the child, to the teacher, to the school, and how they should be kept. Care of the

school room and its furniture. What is seen on the way to and from school. Lessons on selected objects named on the cards.

LANGUAGE.—See directions for the First Term. The pictures of the Reader will afford themes for conversation. Let it be remembered that the Lessons on Objects are not designed for imparting information ; but, by exciting the attention of the child, to cultivate his observing faculties, and, by inducing him to talk of what he observes, to cultivate freedom and accuracy in the use of the English language.

COMPOSITION.—The imitative exercises of the first term to be continued, but the scholars to be led to more independent work. Just so soon as a few names of objects, a few words expressive of quality, and a few words of action are learned so that they can be read and written (or printed), let such objects be exhibited and such actions performed in the presence of the child as shall require, in description or narration, the use of the words learned.

PHYSICAL EXERCISES.—At least every half hour.

FIRST YEAR—THIRD TERM.

READING.—Cards to be completed and Reader introduced.

Words spelled by sound and by letter. The power to make out longer words from their phonic elements and the habit of pronouncing words at sight, to be assiduously cultivated. The reading exercises on the blackboard to be extended.

SLATE WRITING.—Words and sentences to be written from copy on the blackboard. Printing words at dictation to be continued until the forms of the script character are so thoroughly mastered that they can be executed with considerable readiness.

NUMBERS.—Drill within the limit reached in the previous term (10), counting with and without objects to fifty. No problem involving more than one step of reasoning to be given.

LESSONS ON OBJECTS.—The things seen on the way to and from school; the uses and parts thereof. The stores and shops, with a few of the more common avocations of men and women. Why people work. Where the parents get various articles of food. Lessons on pictures and on selected objects named in the First Reader. Lessons on the human body. Common physical actions.

COMPOSITION.—Same as the Second Term. In some particulars, the work may be more independent. Several words may be given which the children may be encouraged to incorporate into short “stories.” They may be encouraged, also, to write one or more sentences descriptive of objects set before them, or to tell what they see done at any moment the teacher may require it. Great care should be taken not to make these exercises so difficult as to discourage the children. Spontaneous efforts, even the rudest, should be praised. Every child, at this stage, should be able to write his own name, the name of his teacher and of the school building.

PHYSICAL EXERCISES.—At least once per hour.

SECOND YEAR—FIRST TERM.

READING.—McGuffey’s Second Reader. Continued drill upon the phonic elements of words, with liberal use of the black-board.

SPELLING.—All words occurring in the reading lessons to be written, and spelled orally by sound and by letter.

WRITING.—On slates, in exercises in spelling and composition, and from copy, either on slates or with lead pencil and paper.

ARITHMETIC.—A careful review of and drill upon all the work of the D Grade. Counting with and without objects to one hundred. Exercises, mental and written, in addition, sub-

traction, multiplication and division of numbers to fifteen. Exercises in notation and numeration of tens illustrated objectively. Concrete examples to be freely used in this and succeeding Terms. Roman numerals to XV.

LESSONS ON OBJECTS AND COMMON THINGS.—Clothing of children, girls and boys, on working days and on Sundays. The clothing of animals as compared with that of man. Cleanliness enjoined. Lessons on objects named in the Primer. Special lessons on color. The human body and its motions.

LANGUAGE.—In connection with object lessons and reading. Care to be taken to secure correct pronunciation, complete sentences and clear statements. Pupils not only to describe the pictures in their Reader, but to be encouraged to tell what they show. The latter exercise is to accompany the reading lesson.

COMPOSITION.—Writing sentences containing given words, and short descriptions derived from object lessons and from pictures. Accounts of things done.

PHYSICAL EXERCISES.—Every hour.

SECOND YEAR—SECOND TERM.

READING.—McGuffey's Second Reader completed.

SPELLING AND WRITING.—Same as in the first term. The pupils should be able to spell and to write the names of the days of the week, and, as they occur, the months of the year.

ARITHMETIC.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to twenty-five. Exercises in notation and numeration continued to one hundred. Roman numerals to XXV.

LESSONS ON OBJECTS AND COMMON THINGS—Lessons on animals compared with man, limb with limb, action with action. The five senses. Special lessons on form and color.

LANGUAGE.—In connection with object lessons and reading.

COMPOSITION.—Same as in first term, but more extended.

Writing requests made of the teacher. Systematic work in sentence building.

PHYSICAL EXERCISES.—Every hour.

SECOND YEAR—THIRD TERM.

READING.—Course to be fixed at discretion of Superintendent.

SPELLING AND WRITING.—Continued as in preceding terms.

ARITHMETIC.—Exercises, mental and written, in addition, subtraction, multiplication and division of abstract and concrete numbers to thirty. Notation and numeration to hundreds, illustrated objectively. Roman numerals to L.

LESSONS ON OBJECTS AND COMMON THINGS.—Food. What is eaten raw? How prepared? What is cooked before being eaten? How cooked? Food of the domestic animals. The child's home. Different rooms and their uses. How lighted? Warmed? Habitations of animals compared with those of man. Special lessons on color, form, size and weight. Plants.

LANGUAGE.—As in the preceding term.

COMPOSITION.—Same as in previous terms. Systematic exercises in the use of have, do, be, see, and in correction of common faults in the use of the same. The work of the year should make the pupil acquainted with the use of capitals for the pronoun I and at the beginning of sentences, in the names of persons, streets, school, days of the week, the months, also the use of the period and the question mark.

THIRD YEAR—FIRST TERM.

READING.—McGuffey's Third Reader to Lesson XXXV.

SPELLING.—All words to be spelled by sound, and by letter orally and in writing.

WRITING.—On slate and on paper, in spelling and in composition exercises.

ARITHMETIC.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers within the limits of the tables, (100.) Numeration and notation of thousands taught objectively and exercises in the same. Roman numerals to C.

LESSONS ON OBJECTS AND COMMON THINGS.—The family and the relative duties of its members. The occupations of men and children. Those who construct dwellings, make furniture, utensils, clothing, supply food, etc. The merchant. Lessons continued on color, form and weight. Liquid measure to be introduced.

LESSONS PREPARATORY TO GEOGRAPHY.—Location and direction of things in the school room, of the neighboring streets and public buildings. Directions of some of the principal objects throughout the city.

COMPOSITION.—Writing sentences containing given words. Descriptions derived from object lessons and pictures. Narration of actions performed by the teacher and by pupils under direction of the teacher.

THIRD YEAR—SECOND TERM.

READING.—McGuffey's Third Reader completed.

SPELLING AND WRITING.—Same as in the First Term.

ARITHMETIC.—Notation, numeration and addition, to hundreds of thousands. Multiplication (the multiplier not to exceed nine). The idea of fractions to be developed, and notation of the same to be taught to thirds. Roman numerals to CC.

LESSONS ON OBJECTS AND COMMON THINGS.—Surroundings of the house, yard, stable, garden. What is in them? What

is done in them? How should they be kept? The various occupations of men and women continued. Lessons on color, form, size, weight and measure continued. Animals.

PREPARATION FOR GEOGRAPHY.—The use of maps illustrated by maps of the school room, school yard, and the neighboring streets, drawn upon the blackboard by teacher and pupil.

COMPOSITION.—Same as in the previous Term. Sentences to be constructed containing words selected from the reading lessons.

THIRD YEAR—THIRD TERM.

READING.—Course to be fixed at discretion of Superintendent.

SPELLING.—From the Third Reader, to be continued.

WRITING.—Same as in the First Term.

ARITHMETIC.—Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction, minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions (descending,) on such parts of tables as may be derived from Object Lessons, as required below.

LESSONS ON OBJECTS AND COMMON THINGS.—Lessons on the measures — bushel, peck, quart, pint, small measures. Color and form. Animals and plants.

PREPARATION FOR GEOGRAPHY.—The use of maps illustrated by maps of the school room, school yard, and the neighboring streets, drawn upon the blackboard by teacher and pupil. Directions as indicated by the map of Cleveland.

COMPOSITION.—Same as in previous Terms.

FOURTH YEAR—FIRST TERM.

READING.—McGuffey's Fourth Reader to Lesson XL.

SPELLING.—All words in reading lesson to be spelled by sound, and by letter, orally and in writing.

WRITING.—On slates, in exercises in spelling and composition, and from copy with pen and ink.

ARITHMETIC.—Exercises in addition, subtraction, multiplication (multipliers not to exceed twenty-five,) and division, (divisors not to exceed five.) Reduction of mixed numbers to improper fractions and the contrary ; also, single step reduction of compound numbers to correspond with object lessons. All concrete examples to be analyzed. “Ray’s Rudiments” may be used.

LESSONS ON OBJECTS AND COMMON THINGS.—Forest trees. Woods and their uses. Leaves and the barks of different trees, distinguishing as many different kinds as possible. Color, form. The measures—yard, foot, inch. The weights—pound, half-pound, quarter-pound and ounce.

GEOGRAPHY.—Map of State of Ohio to be taught with the aid of the blackboard. Productions of the State and pursuits of the people. To “Our Country,” in Guyot’s Elementary Geography.

GRAMMAR AND COMPOSITION.—Writing sentences containing given name words, action words, and describing and limiting words ; and selecting the same from the Reader. Distinction between general and particular name words. Composition based on object lessons.

FOURTH YEAR—SECOND TERM.

READING.—McGuffey’s Fourth Reader completed.

SPELLING AND WRITING.—As in previous terms.

ARITHMETIC.—Exercises in addition, subtraction, multiplication, (multipliers not to exceed one hundred,) and in short division. Reduction as in previous terms. Analysis to be continued. Simple calculations of surfaces of rectangles,

two sides being given; and of triangles, base and perpendicular height being given.

LESSONS ON OBJECTS AND COMMON THINGS.—The productions of the soil in and about Cleveland, different articles of trade, means of transportation, etc.

GEOGRAPHY.—Guyot's Elementary Geography, "Our Country," with oral lessons on the Map of the World. The routes of travel to Pittsburgh, Detroit, Chicago, Buffalo and Cincinnati.

GRAMMAR AND COMPOSITION.—Writing sentences predicating actions and qualities of given objects, selecting words from the Reader which denote action and quality, as in the First Term. Predicating actions in times past, present and future; introducing modifiers of the action word to tell where, when, how and what. The adverb. Selecting words from the Reader which denote action, present, past and future. Composition as in previous terms.

FOURTH YEAR—THIRD TERM.

READING.—Course to be fixed by the Superintendent.

SPELLING.—From the Fourth Reader, reviewed.

WRITING.—Continued as in previous Terms.

ARITHMETIC.—Exercises in addition, subtraction, multiplication and short division. Reduction to correspond with object lessons. Simple calculation of contents of parallelopipeds, dimensions not to exceed twenty.

LESSONS ON OBJECTS AND COMMON THINGS.—Manufactures of Cleveland. Objects of foreign trade. Spring; what people do in the spring. Summer; what people do in the summer.

GEOGRAPHY.—Guyot's Elementary Geography. "Other Countries," with review of the book.

GRAMMAR AND COMPOSITION.—Review of grammar as far as already taught, with more extended exercises in Composition.

GRAMMAR GRADES.

FIFTH YEAR—FIRST TERM.

READING.—Fifth Reader, the first forty lessons. Pupils may be encouraged, with the advice and consent of the Superintendent, to subscribe for some periodical for young folks ; and, if a sufficient number of subscribers can be obtained, the teachers may have reading exercises in the same once or twice per week, instead of reading in the book prescribed for the grade, provided that no child be required to purchase such periodical.

SPELLING.—In the first forty lessons of the Reader, with all terms in use in school work.

WRITING.—The use of pen and ink to be commenced and continued throughout the course. Dictation Exercises.

GRAMMAR.—Deduction of rules for changing nouns from singular to plural form. Distinction between the forms of the adjective denoting different degrees of quality. Subject and predicate to be introduced. Selections of the parts of speech already introduced.

COMPOSITION.—Exercises in narration. Descriptive exercises to be commenced.

ARITHMETIC.—Long division. Federal money as far as division. The identity of this system of notation with the decimal system to be pointed out and illustrated. Omit Article 55 ; of Text Book. Teachers to develop principles set forth in Article 57. Cancellation to be omitted.

GEOGRAPHY.—The Central States, commencing at Ohio and proceeding thence to contiguous States, with oral instruction upon subjects of Lessons from VII to XI, Guyot's Intermediate Geography.

FIFTH YEAR—SECOND TERM.

READING.—Fifth Reader completed, with prescribed omissions.

SPELLING.—From the reading lessons ; also of all terms introduced in the course of instruction in the several branches taught.

GRAMMAR.—Personal pronouns, prepositions, conjunctions and interjections. Synthetic exercises, embracing modifications of subject and predicate to be introduced as rapidly as the progress of the class will permit.

COMPOSITION.—As in preceding term.

ARITHMETIC.—Federal money completed. Reduction, addition, subtraction and multiplication of dry and liquid measures and avoirdupois weight.

GEOGRAPHY.—The Middle Atlantic, New England and South Atlantic States, and oral lessons upon the subjects of the first seven Lessons.

FIFTH YEAR—THIRD TERM.

READING.—Fifth Reader reviewed, with spelling.

GRAMMAR.—Person and gender of nouns and personal pronouns, with review of the two years' course.

COMPOSITION.—As in preceding terms. Letter writing.

ARITHMETIC.—Reduction, addition, subtraction and multiplication of compound numbers. Troy weight, apothecaries' weight, cloth and beer measures to be omitted.

GEOGRAPHY.—The United States completed, with review of definitions.

SIXTH YEAR — FIRST TERM.

READING AND SPELLING.—Fifth Reader. Spelling from reading lessons, and spelling of all technical terms introduced in the course of instruction. [See Class D with reference to periodicals.]

GRAMMAR.—Synthetic exercises ; the subject modified by words and phrases. The predicate modified by the same. The adjective and adverbial elements to be introduced. The verb — transitive and intransitive. The objective element. Introduction of case. Regular and irregular verbs.

COMPOSITION.—Narrative and descriptive exercises extended. Letter writing from pupil, to pupil, to teacher, to parents and absent relatives, on the business of the school.

ARITHMETIC.—Division of compound numbers, and review of the entire subject of compound numbers. The subjects of the eighth and ninth chapters to be developed by the teacher.

GEOGRAPHY.—The United States reviewed. North and South America. Geographical abbreviations.

PHYSICS.—*The forces of Nature and the most important application of the same in every-day life.* *Force of Attraction:* — *Gravity* — Plumb line, weight balance. *Specific Gravity* — smoke, balloons, swimming. *Magnetism* — polarity of magnets, mariner's compass. *Electricity* — sources of negative and positive, lightning, lightning rods. *Cohesion and Adhesion* — Experiments on the strength of wires and ropes, aggregate states of matter, porosity ; experiments on adhesion of metals, glass, solids and liquids ; gilding, painting, writing, gluing, familiar facts in capillary attraction. *Review*, including one hundred and eighty-seven questions at the end of the book.

SIXTH YEAR — SECOND TERM.

READING AND SPELLING.—Fifth Reader completed, with prescribed omissions. Spelling as above.

GRAMMAR.—Synthetic exercises to be continued. The clause to be introduced. Selections of all the parts of speech. Verb, active and passive. Tense. Analysis of the simple sentence.

COMPOSITION.—Narrative and descriptive exercises continued.

ARITHMETIC.—Development of fractions — terms — simple, proper and improper fractions, theorems, reductions to lowest terms, compound to simple, common denominator, addition and subtraction.

GEOGRAPHY.—Europe, Asia and Africa. Geographical abbreviations.

PHYSICS.—*Force of Pressure:—Elasticity*—Experimental proofs of brittleness, malleability; useful applications; proofs of the elasticity of gases; air-chamber, diving bell. *Pressure of Air*—Dropping and testing tubes, oil-cans, Pneumatic railways, barometer, vacuum. Meteorology. *Inertia*—Laws of rest and motion, fly-wheels, projectiles, concussion, energy. *Review*, including sixty-three questions at the end of the book.

SIXTH YEAR — THIRD TERM.

READING AND SPELLING.—Fifth Reader reviewed. Spelling in all lessons read, with technical terms as above.

GRAMMAR.—Synthetic exercises continued. The subject a word, phrase or clause; the predicate a noun, an adjective, a verb. Analysis of simple sentences. Review of previous work.

COMPOSITION.—Letters from abroad to friends at home, involving narrations and descriptions.

ARITHMETIC.—Multiplication, division, complex fractions and review of fractions of simple numbers.

GEOGRAPHY.—Australia. The entire subject reviewed. Geographical abbreviations.

PHYSICS.—*Motion of Masses*:—*The Inclined Plane*—Experiments. The skid, wedges, axes, knives, plows, loading a wagon, etc. *Lever*—Experiments, law, application to machines. *Pendulum*—Experiments; isochronism, clocks and watches. *Pressure on Fluids*—Communicating vessels, water tower, hydrostatic press, bellows, breathing, pumps, fire engines. *Review*, including one hundred and thirty-two questions at end of book.

SEVENTH YEAR—FIRST TERM.

READING.—Selections from the works of English poets and prose writers; the poems selected to be read entire. Elocutionary exercises.

SPELLING.—Dictation exercises. Words selected from textbooks, etc. DeWolf's Spelling Book to Part II, through the year; also, English abbreviations, on page 161.

GRAMMAR.—Harvey's Grammar to be used. Orthography, etymology and preliminary lessons in syntax.

ARITHMETIC.—The subject of decimal fractions to be developed and taught through to reduction of compound numbers. Common and decimal fractions of compound numbers to be taken together, and the correspondence between the two to be kept in view.

U. S. HISTORY.—Anderson's History, to the Revolution.

GEOGRAPHY.—Review of the work assigned for the First Term to Class D; one lesson per week.

PHYSICS.—*Molecular Motion*—*Sound*—The result of wave motion, velocity. *Evaporation*—fog, clouds, rain, snow,

hail, dew, frost. *Heat*—result of motion, sources of, conduction, good and bad conductors, practical applications. *Draught*—chimneys, ventilation. *Expansion by Heat*—effects in nature, applications, thermometer and barometer. *Review*—including one hundred and fifty-nine questions at the end of the book.

SEVENTH YEAR—SECOND TERM.

READING.—Selections from poets and prose writers as above, continued.

GRAMMAR.—Etymology, with incidental instruction in syntax. Analysis of simple sentences.

ARITHMETIC.—Percentage and interest to partial payments.

U. S. HISTORY.—Through the Revolution.

GEOGRAPHY.—Review of the work assigned to Class D for the Second Term ; one lesson per week.

PHYSICS.—*The Steam Engine*—Historically developed, Papin's apparatus, atmospheric engine, high and low pressure engines, locomotive. The conservation of force, conversion of force into heat, or motion ; work, mechanical equivalent. *Review*—including forty-one questions at the end of the book.

SEVENTH YEAR—THIRD TERM.

READING.—See First Term.

GRAMMAR.—Orthography and Etymology completed. Synthetic exercises, introducing the compound sentence. Analysis of the same.

ARITHMETIC.—Ratio, proportion and aliquots. Review of the subject so far as completed.

GEOGRAPHY.—Review of work assigned to Class D for the Third Term ; one lesson per week.

PHYSICS.—*Light*—sources, direction, radiant and regular reflection, invisible direction, refraction, prisms, lenses. *Color*—spectrum, rainbow, cause of color, practical applications. *Chemical Electricity*—construction of battery, effect of current upon magnetic needle, upon soft iron; telegraph. *Review*, including eighty-three questions at the end of the book.

EIGHTH YEAR—FIRST TERM.

READING.—Reading as in Class B, and elocutionary exercises.

SPELLING.—DeWolf's Speller to Part III, through the year. Words selected from the text-books used. Latin abbreviations on page 162.

GRAMMAR.—Analysis and Syntax.

ARITHMETIC.—Review of previous work, and advance to analysis.

U. S. HISTORY.—Anderson's History, from Section V to Section VIII.

GEOGRAPHY.—Review of the work assigned to the C Class for the First Term; one lesson per week.

EIGHTH YEAR—SECOND TERM.

READING.—See First Term.

GRAMMAR.—Analysis and Syntax.

ARITHMETIC.—Book completed, with omissions prescribed by the Superintendent.

U. S. HISTORY.—Anderson's History, Sections VIII and IX, with oral instruction on the Constitution.

GEOGRAPHY.—Review of the work assigned to the C Class for the Second Term; one lesson per week.

EIGHTH YEAR—THIRD TERM.

READING.—See First Term.

GRAMMAR.—Entire subject to be reviewed.

ARITHMETIC.—The entire subject to be reviewed, with omissions as above.

U. S. HISTORY.—To be reviewed.

GEOGRAPHY.—Review of the United States ; one lesson per week.

Course of Study—German Department.

PRIMARY GRADES.

[TWO HOURS A DAY.]

FIRST YEAR—FIRST TERM.

READING.—Reading from blackboard and cards. At the end of Term, the primer, "Lese-und Sprachbuch, I. Kreis," by L. R. Klemm, is to be introduced. Words to be analyzed into their phonic elements. Explanation of reading matter ; correct accentuation of words.

SLATE WRITING.—Only those letters occurring in reading matter ; correct position of body and hand. The teacher's writing on the blackboard must be in all cases correct. Double lines on slate.

OBJECT LESSONS.—See "Detailed Course" for Object Lessons.

ORTHOGRAPHY.—In connection with reading. Precise viewing of the words ; copying ; writing at dictation words which have been analyzed into their phonic elements.

LANGUAGE.—In connection with object lessons. Practice in expressing thoughts in complete sentences ; pronunciation

according to sound ; correction of frequently occurring mistakes to be continued through all succeeding grades. Singular and plural of nouns ; practice in the possessive pronouns and use of the possessive case. Verses to be committed to memory.

TRANSLATIONS.—Free rendering of fables and stories, but no verbal translations.

SINGING.—Besides those exercises prescribed in the English Course, a few cheerful German juvenile songs.

FIRST YEAR — SECOND TERM.

READING.—First half of Klemm's "I. Kreis," reading from the blackboard ; emphasis. See also First Term.

SLATE WRITING.—Small letters and capitals, according to the order of the book. See also First Term.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—Analyzing, copying and writing words at dictation from reading matter. See also First Term.

LANGUAGE.—As in First Term.

TRANSLATION.—Easy matter from Reader and language lessons.

SINGING.—As in First Term.

FIRST YEAR — THIRD TERM.

READING.—Second half of Klemm's "I. Kreis." See First and Second Terms.

SLATE WRITING.—As in First and Second Terms.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—See First and Second Terms.

LANGUAGE.—See First and Second Terms.

TRANSLATION.—Easy pieces from the English and from the German Reader, as in First Term.

SINGING.—See First Term.

SECOND YEAR—FIRST TERM.

READING.—Klemm's "Lese-und Sprachbuch, II. Kreis," sixteen weeks; distinct accentuation, natural emphasis, questioning on reading matter, with special reference to training in the use of language.

SLATE WRITING.—The small letters according to genetic succession. Compare First Term of First Year.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—Words with h, ie, aa, oo, ee; also those with sz, tz, ck, and double consonants; "Umlaut;" analyzing words; writing of words and small sentences at dictation, (correct if according to sound;) frequent copying from the Reader.

LANGUAGE.—As in First Year; also memorizing short poems, relating fables and stories; correct use of the genders, cases, and tenses. See remark in First Term of First Year.

TRANSLATION.—Easy fables and stories of English Reader into German, and of German Reader into English. (This branch not to be taught independently, but in connection with reading and language lessons. It is entirely oral in this grade.)

SINGING.—As in previous grade.

SECOND YEAR—SECOND TERM.

READING.—Klemm's "II. Kreis," twelve weeks. See First Term.

SLATE WRITING.—The capital letters according to genetic succession. Compare First Term of First Year.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—As in First Term; dictation and copying.

LANGUAGE.—As in First Term; constructing sentences with reference to the correction of common faults.

TRANSLATION AND SINGING.—As in First Term.

SECOND YEAR—THIRD TERM.

READING.—Klemm's "II. Kreis," twelve weeks.

SLATE WRITING.—As in First and Second Terms.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—As in First Term. Correction of mistakes on blackboard.

LANGUAGE.—As in First and Second Terms. Subjects for these lessons may be taken from the object lessons.

TRANSLATION AND SINGING.—As in First Term.

THIRD YEAR—FIRST TERM.

READING.—Klemm's "Lese-und Sprachbuch, III. Kreis," sixteen weeks. Explanations, and questions on reading matter; punctuation marks and emphasis.

WRITING.—Henze's Copy Book, No. 1, using lead pencil; correct position of the body and hand; exercise on slate continued.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—Several consonants in the beginning and end of words. Spelling in place of "Lautiren." Also exercises like those in C Primary.

LANGUAGE.—Compare First and Second Year; use of adjectives as agreeing with nouns; pronouns; prepositions. The teacher should try to make his pupils productive, by having them write down thoughts resulting from object lessons. Memorizing poems and fables.

TRANSLATION.—Simple and compound sentences from English and German Readers; (exercises partly written, partly oral.)

SINGING.—As in First and Second Year; cheerful popular songs.

THIRD YEAR—SECOND TERM.

READING.—Klemm's "III. Kreis," twelve weeks. See First Term.

WRITING.—Henze's Copy Book, No. I. completed. No. II. commenced ; lead pencil.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—Use of capitals ; a few punctuation marks. See First Term.

LANGUAGE.—Formation and writing of sentences with reference to what the objects do ; how, where and what they are ; when, where, how and why anything is done ; writing short poems from memory. See also First Term.

TRANSLATION.—As in First Term, orally and on slate.

SINGING.—As in First Term.

THIRD YEAR—THIRD TERM.

READING.—Klemm's "III. Kreis," twelve weeks. See First Term.

WRITING.—Henze's Copy Book, No. II. completed.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY, LANGUAGE, TRANSLATION AND SINGING.—As in First and Second Terms.

FOURTH YEAR—FIRST TERM.

READING.—Klemm's "Lese-und Sprachbuch, IV. Kreis," sixteen weeks. Fluency, emphasis, punctuation marks ; scholars shall be required to give an intelligent explanation of the subject-matter of the lesson.

WRITING.—Henze's Copy Book, No. III. commenced.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY.—Words of similar sound; dictation, copying, writing from memory; thorough corrections on the blackboard, so that all the pupils of the class profit by them.

LANGUAGE.—Compare First, Second and Third Years; subjects for language lessons may be found in III. German Reader, from page 1 to 63.

TRANSLATION.—Simple and compound sentences from the English and German Readers; (exercises both oral and written.)

SINGING—Easy popular songs of one and two parts.

FOURTH YEAR—SECOND TERM.

READING.—Klemm's "IV. Kreis," twelve weeks. See First Term.

WRITING.—Henze's Copy Book, No. III. completed. No. IV. commenced.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY, LANGUAGE, TRANSLATION AND SINGING.—As in First Term.

FOURTH YEAR—THIRD TERM.

READING.—Klemm's "IV. Kreis," twelve weeks. See First Term.

WRITING.—Henze's Copy Book, No. IV. completed.

OBJECT LESSONS.—See Detailed Course.

ORTHOGRAPHY, LANGUAGE, TRANSLATION AND SINGING.—As in First and Second Terms.

REMARKS.—The five aims of object lessons are: 1. Observation and training of the senses. 2. Formation of notions and ideas. 3. Development of the reasoning faculties. 4. Expression of thought in proper language. 5. Acquiring knowledge.

"Wiedemann's 200 Preparations for Object Lessons" will serve as a Guide for the teacher.

GRAMMAR GRADES.

[FORTY-FIVE MINUTES A DAY.]

FIFTH YEAR—FIRST TERM.

OBJECT LESSONS.—Topics from Natural History ; Zoölogy ; preparations for composition.

READING.—"IV. Buch für Schule and Haus," Part II, by H. Reffelt. Compare course of previous grades ; practice to express thoughts in grammatical, well arranged sentences. This is to be insisted upon in every grade. Declamations of four memorized poems to be selected by the Superintendent.

GRAMMAR.—I. Chapter of Panitz's I. concentric circle. This book is to be used by the teacher only.

COMPOSITION.—Simple sentences with subject, predicate, and object ; special stress upon choice of adjectives ; for composition subjects, take objects familiar to the children. A few properties, some actions, comparison ; usefulness of object ought to be mentioned in every composition. Occasional writing of little stories and poetry from memory, or immediately after hearing the same read.

WRITING.—Henze's Copy Book, No. V. commenced with pen and ink.

TRANSLATION.—Exercises from "Doerner's German-English Guide," to be continued through the four Grammar Grades, and translations oral and in writing. Every composition to be translated ; also selections from English and German reading matter. Particular attention is to be paid to translation from the English into German.

FIFTH YEAR—SECOND TERM.

OBJECT LESSONS.—Topics from Natural History ; Botany. See First Term.

READING.—See First Term. Four new poems.

GRAMMAR.—2. Chapter of Panitz's 1. concentric circle. See First Term.

COMPOSITION.—As in First Term ; special reference to declension of articles, nouns and adjectives.

WRITING.—Henze's Copy Book, No. V. completed. No. VI. commenced.

TRANSLATION.—As in First Term ; idiomatic speech.

FIFTH YEAR—THIRD TERM.

OBJECT LESSONS.—Topics taken from the Reader ; see First Term.

READING.—See First Term. Four new poems ; recapitulation.

GRAMMAR.—Selections of 3. and 4. chapter of Panitz's concentric circle, at the discretion of the Superintendent. See First Term. Review.

COMPOSITION.—As in the First and Second Terms ; special reference to compound and derived adjectives, nouns and verbs.

WRITING.—Henze's Copy Book, No. VI. completed.

TRANSLATION.—As in First Term. Review of First and Second Terms.

SIXTH YEAR—FIRST TERM.

OBJECT LESSONS.—Topics from Natural History and Geography.

READING.—“IV. Lese-und Lehrbuch,” by H. Reffelt. Compare First Term of Fifth Year. Four poems to be memorized and recited before the class ; careful attention to be paid to emphasis.

GRAMMAR.—1. Chapter of Panitz's 2. concentric circle. See First Term of Fifth Year.

COMPOSITION.—Simple and compound sentences containing adverbial elements, particular attention to be paid to verbs and conjunctions ; also complex sentences with relative clauses. Subjects to be taken from Natural History, Geography and Reader.

WRITING.—Henze's Copy Book, No. VII commenced. Composition and translation to be copied neatly at home.

TRANSLATION.—"Doerner's Guide ;" translation of compositions and other German and English reading matter. See First Term of Fifth Year.

SIXTH YEAR—SECOND TERM.

OBJECT LESSONS.—Topics from Natural History and Geography.

READING.—"IV. Lese-und Lehrbuch." See First Term. Four poems.

GRAMMAR.—2. Chapter of Panitz's 2. concentric circle. See First Term of Fifth Year.

COMPOSITION.—As in the first term ; particular attention to be paid to pronouns, auxiliaries and prepositions.

WRITING.—Henze's Copy Book, No. VII completed, No. VIII commenced. See First Term.

TRANSLATION.—See First Term, especially English reading matter.

SIXTH YEAR—THIRD TERM.

OBJECT LESSONS.—Topics taken from the Reader. History, inventions.

READING.—"IV. Lese-und Lehrbuch" finished. See First Term. Four poems.

GRAMMAR.—3. Chapter of Panitz's 2. concentric circle. Review.

COMPOSITION.—As in First and Second Terms; particular attention to be paid to compound and derived nouns, verbs, adjectives and comparison.

WRITING.—Henze's Copy Book, No. VIII completed.

TRANSLATION.—See First Term, especially English reading matter. Review of First and Second Terms.

SEVENTH YEAR—FIRST TERM.

OBJECT LESSONS.—Topics from Hotze's "First Lessons in Physics."

READING.—"IV. Lese-und Lehrbuch;" first half of the book. Compare First Term of Fifth Year. Four poems, if possible, to be taken from the Reader.

GRAMMAR.—Fourteen paragraphs of I. Chapter of Panitz's 3. concentric circle. This book in the hands of the teacher only.

COMPOSITION.—Complex sentences (Satzverbindungen und Satzgefuege); punctuation marks; special care in regard to agreement and to clearness of expression; attention to be paid to irregular verbs and words of foreign origin. Subjects—Reading matter, discoveries and inventions; obtaining metals; topics on lessons in physics; biographies; written repetition of stories told; the teacher reads a fable before the class, the pupils afterward write the moral.

WRITING.—Henze's Copy Book, No. IX. Review of the genetic succession of the capital letters.

TRANSLATION.—"Doerner's Guide;" translation of compositions and of German and English reading matter.

SEVENTH YEAR—SECOND TERM.

OBJECT LESSONS.—As in First Term. Subjects for composition to be prepared.

READING.—As in the First Term. Four poems or short pieces of prose.

GRAMMAR.—From paragraph 15 to 25, chapter 1. of Panitz's 3. concentric circle. See First Term.

COMPOSITION.—As in First Term. Special care in regard to the different kinds of pronouns and objects in different cases.

WRITING.—Copying of compositions and translations.

TRANSLATION.—As in First Term. Translation of newspaper items.

SEVENTH YEAR—THIRD TERM.

OBJECT LESSONS.—As in First Term. Review of the work in First and Second Terms.

READING.—As in First Term. Four poems or short pieces of prose.

GRAMMAR—2. Chapter of Panitz's 3. concentric circle. See First Term. Review.

COMPOSITION.—As in First Term. Kurze Perioden.

WRITING.—As in Second Term. Kurze Perioden.

TRANSLATION.—As in First Term. Translation of German and English proverbs. Review of First and Second Terms.

EIGHTH YEAR—FIRST TERM.

OBJECT LESSONS.—Topics from Hotze's "First Lessons in Physics."

READING.—"IV. Lese-und Lehrbuch." Compare First Term of Fifth Year. Four poems to be memorized.

GRAMMAR.—1. Chapter of Panitz's 4. concentric circle.

COMPOSITION.—Perioden. Special care in regard to clearness of expression and avoidance of superfluous words. Subjects—lessons in physics, topics on abstract subjects, letters.

WRITING.—Copying of compositions and translations.

TRANSLATION.—"Doerner's Guide ;" compositions and English reading matter.

EIGHTH YEAR—SECOND TERM.

OBJECT LESSONS.—As in First Term. Subjects of composition to be prepared.

READING.—As in First Term. Four poems or classic prose orations.

GRAMMAR.—2. Chapter of Panitz's 4. concentric circle. Review.

COMPOSITION.—As in First Term. Compare the three previous grades ; also letters.

WRITING.—As in First Term. Since there are no special penmanship lessons in this grade, it will be necessary to pay attention to the writing in composition and translation books.

TRANSLATION.—As in First Term. Every written translation is to be prepared orally.

EIGHTH YEAR—THIRD TERM.

OBJECT LESSONS.—As in First Term. Review of the work in First and Second Terms.

READING.—As in First Term. Review of the whole book.

GRAMMAR.—2. Chapter of Panitz's 4. concentric circle. Review.

COMPOSITION.—As in First Term ; also newspaper reports, telegrams, advertisements.

WRITING.—As in First Term. See remark in Second Term.

TRANSLATION.—Proverbial phrases and quotations from classics. Review of the work in First and Second Terms.

GENERAL SUGGESTIONS.

The teacher's attention is called to five things, which must always be borne in mind :

1. The scholar should learn to read with fluency, proper emphasis, and correct pronunciation.
 2. He should learn to give an intelligible account of whatever he reads, and to speak in complete, well-arranged sentences.
 3. He should learn the most necessary rules of Grammar (only very few technical terms need to be given), so as to be able to decide whether he speaks correctly.
 4. He should learn to write neatly and elegantly.
 5. He should learn to translate readily into German or English, orally or in writing.
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ENGLISH CLASSES.

(English Pupils are supposed to take up the study of German in the Third School Year.)

THIRD YEAR.

“Ahn's First German Book,” by Dr. P. Henn. The pupils must acquire a knowledge of the German letters, in print and script ; they must learn to read, write and translate with fluency the exercises which the book contains. Both parts of this little volume are to be begun at the same time ; the translation exercises of the second part alternate with the reading, writing and spelling exercises of the first part. Every word or phrase which is taught, should be used in German conversation. At the end of the year, regular weekly colloquial exercises may be commenced.

FOURTH YEAR.

“Ahn’s First German Book,” by Dr. P. Henn, completed. All English exercises to be translated in writing. The necessary grammatical explanations on the subject of each lesson must have distinct bearing upon the English grammar; thus, by means of comparative grammar, associations of thought will be created in the minds of the pupils, which will be beneficial to the child’s knowledge of both languages. Memorizing of short verses. Daily Conversation lessons; subjects to be either real objects or pictures.

FIFTH YEAR.

“Ahn’s Second German Book.” The first half of the book. All English exercises to be translated in writing. As regards Grammar, see Fourth Year. Some of the reading pieces in the German Reader are to be read, translated and made subjects of colloquial lessons. Poems to be memorized and recited. Daily conversation lessons.

SIXTH YEAR.

“Ahn’s Second German Book,” completed. All English exercises to be translated in writing. Grammar: what the lessons require, but with reference to English Grammar. Teachers should use the “I. Part of Ahn’s Easy Method” for this purpose; also “Harvey’s English Grammar” as a guide. Some of the reading pieces of the German Reader are to be read, translated and made subjects of colloquial lessons. Poems to be memorized and recited. Regular conversation lessons every day. Paradigms to be memorized.

SEVENTH YEAR.

“Doerner’s Guide,” first half of the book. All English exercises to be written. As regards Grammar, see Sixth Year. In this grade composition work should commence; short narrations, easy descriptions, and the like. Some of the read-

ing pieces of the German Reader are to be read, translated and used in colloquial lessons. Poems to be memorized and recited. Daily conversation lessons. Paradigms to be memorized.

EIGHTH YEAR.

Translation: All English lessons of "Doerner's Guide," Second Part; short articles from English and German juvenile periodicals (like *Every Monday*, and others). Short German compositions, letter writing and summaries of the object or colloquial exercises. A part of every daily lesson must be devoted to German Conversation. From the poems in the German Readers, the teacher may choose one every month and have it memorized and recited. Grammar: Review of paradigms.

Detailed Course for Objects and Language Lessons

FOR THE GERMAN DEPARTMENT.

FOR THE FOUR PRIMARY GRADES.

FIRST YEAR.

OBJECTS.—I. Term — Table, chair, slate, pencil, crayon, blackboard, bell, door, window, book. Their names and the names of their parts: resemblance and difference among these objects, as to position, form, size, use, proportion, color, material. Notions of “mine and thine,” obtaining, purchasing, keeping, presenting, borrowing, etc.

II. Term — Head, face, eyes, nose, mouth, chin, cheeks, ears, hair, trunk, arms, shoulders, upper and lower arm, elbow, wrist, hand, fingers, thumb, joints, legs, hip, thigh, knees, ankles, feet, heels, sole, toes, nails.—The body as a whole, its actions and qualities, some of the parts; five senses, voice.—Some living beings: cow, horse, dog, cat, mouse, canary, fish, butterfly. Their parts compared with those of the human body; other qualities and actions peculiar to animals. Food:—apple, peach, cherry, grape, potato, tomato, turnip, pea, bread, meat, butter, milk, water, vinegar, sugar, salt. Where food is obtained, for what purpose, how prepared, waste, abuse, excess, proper time.

III. Term — Clothing: Hat, bonnet, shoe, boot, apron, jacket, dress, coat. Comparison with clothing of animals, sources, preparation, purpose, washing, cleanliness, order.—Objects for the child's home: Knife, fork, spoon, tumbler, plate, cup, ring, ball, cane, basket, bucket, broom, clock, candle, soap, sponge, coal, stove.—The child's house: Parlor, sitting and bedroom, kitchen, cellar, use of each, light, furniture, heating, building the house, material, carpenter and mason. General annual review. (N. B. All these objects should be mentioned, but only a limited number of them discussed minutely. The teacher may choose from the above mentioned objects at least ten every term.)

LANGUAGE.—In this grade particular attention is to be given to the gender of nouns, to formation of the plural number, to the use of possessive case and possessive pronouns. As soon as possible the above mentioned names should be written on the blackboard, sentences formed orally and then written on the slates. This is the first feeble beginning of composition.

Short verses and proverbial expressions in prose and poetry should be memorized by all the pupils, and recited singly and in chorus. These verses may be written down from memory as soon as the class is far enough advanced. At the end of the year, the practice of having the children frame two or three sentences, relative to the object lesson of the day, should be extended so as to let them write down whatever they remember of the object lesson, without oral preparation. These latter exercises are tests of their progress in the expression of thought. The teacher may watch the language of the pupil and correct frequently occurring mistakes before the whole class.

SECOND YEAR.

- OBJECTS.**—I. Term—Many objects from the list for D Primary may be used besides: books, desks, school-bag, rules, pen, ink, floor, ceiling, walls, roof. —The family: father, mother, sisters, brothers, servants and relatives; what each does, where and how and why he does it, nursing, illness.—The human body, functions of the organs, classification of the parts; to this add lessons on health, how to preserve it.—Actions: of the head, raising, bowing, nodding, turning, shaking, rolling; of the arms, hanging, bending, stretching, twining, twisting, twirling, folding, swinging, thrusting; of the legs, stretching, bending, lifting, swinging, kicking, walking, running, hopping, skipping, jumping, dancing.
- II. Term—Clothing: besides the articles named in the list for D Primary: cap, shawl, coat, pantaloons; comparison as to form, size, make; as to material: wool, cotton, silk, straw, leather, fur, felt, paper.—Lessons on order and taste.—Animals: work to be performed by them, draught animals, wagon; food, milk, stable, cage, dog the servant of man, cattle in the pasture, slaughtering, meat, fat, skin; cruelty to animals, coverings of the animal compared to garments of men.—Surroundings of the house: yard, barn, stable, garden, well; diagram drawn on the blackboard; work done in and about these different places; dwellings of tame and wild animals.—Some plants and flowers: rose, lily, pink, grass, vines, tree, fruit: color and odor of flowers, taste of fruits; parts of plants and their manifold forms, roots, stem, branches, buds, leaves, blossoms, fruit, seeds. Other qualities of fruit: juicy, hard, mellow, green, ripe, tough, rich, etc.
- III. Term—The city.—First, street and neighborhood, then diagrams on the blackboard; private and public buildings. Environs of the city, comparison between town and country, what they have in common, what they differ in; wagon roads, footpaths, bridges, pavement; distances, direction of places familiar to the class; diagram on the blackboard. (Preparation

for the study of Geography.) Different trades and occupations of men :—workshop, tailor, shoemaker, hatter, milliner, seamstress, mason, plasterer, whitewasher, paper-hanger, carpenter, glazier, blacksmith, cooper, butcher, baker, miller ; articles they produce, material used. Tools. General annual review. (N. B.—See foot note, “D Primary.”)

LANGUAGE.—Gender and number of nouns, use of pronouns, correct use of objective case, (especially *mir* and *mich* ;) correctness in the use of the tenses, conformity of the same, also the most important punctuation marks. Forming complete sentences, orally and in writing. Almost all corrections may be made before the class, often on the blackboard, mutual corrections also may be resorted to. Good compositions may, with advantage, be written on the blackboard by the pupils. The class must be led to connect several sentences, this will slowly lead over to short compositions. Always take the subjects from, or in relation to the Object Lesson of the day. Verses, fables and short stories to be memorized, recited and then written on the slate. Correction of mistakes occurring frequently in the language of the pupils, should be made daily ; the teacher, however, must not mix up insignificant and important points, but be systematic in her corrections. Let not a day pass by, during which the pupils have not produced a few connected sentences of their own, and put them down in writing. In that which the child does is pictured what it knows. Activity strengthens the capacities better than mere conception. The child is not to be regarded as a bag, which is to be filled with knowledge, but as an essential, living part of the great human family, who must, as such, be prepared for its great and important vocations.

THIRD YEAR.

OBJECTS.—I. Term—Plain, valley, mountain, hill, rock, hollow, cave, quarry, mine. Waters :—source, pond, brook, river, lake, ocean ; changes ; the boat, skiff, sailing vessel, steamer ; traveling, how, whither, when ?—Besides a review of the plants and flowers from the lists of D and C Primary : all the common plants of the kitchen and the flower garden ; a more minute classification, as to form of stem, form of leaves, form of blossoms and fruit ; pupils to be asked to bring flowers and other plants into the school-room. They may be taught to collect and classify leaves, and to preserve them. The teacher may choose from the following objects :—apple, pear, cherry, peach, plum-tree, pine, oak, ash, birch, chestnut, elm, etc. ; hazelnut, and the different shrubs bearing berries ; cabbage, lettuce, beans, peas, cucumber, pumpkin, potato, onion, tulip, lilies and other bulb-roots : wheat, grass, oats, corn and other grains ; moss, ferns, mushrooms, etc.

II. Term — Familiar animals : dog, fox, wolf ; cat, lion, tiger ; cattle, sheep, hare, mouse, mole, pig ; tame and wild animals. **Birds :** pigeon, chicken, canary, sparrow, swallow, goose, duck, turkey. **Other living beings:**—frog, snake, pike, eel, herring, turtle, whale ; butterfly, beetle, fly, spider, mosquito, bee ; snail, worm. **Comparison of some classes and subdivisions ; their motion, food and habitation.** The distinctions gradually more particular and directed to what the objects have in common, and to that in which they differ. In this Term, a thorough review of the work for II. Term of the C Class should be had, preparing the way for Geography.

III. Term — Minerals : metals, such as iron, copper, tin, silver, gold, lead, nickel, mercury ; also stones, salt, lime, chalk, marble, sand, clay ; building houses and other uses for stones, stone cutting. **Kinds of building :**—dwelling houses, stores, hotels, schools, churches, theaters, villas, palaces, castles, light-houses, hospitals, factories, etc. A thorough review of the course of this grade should occupy the last month of the term.

[N. B. See, also, the Explanatory Notes, at the end of the Course for A Primary.]

LANGUAGE.—Compare course for first and second year. Use of adjectives as agreeing with nouns ; demonstrative, relative and other pronouns ; correct use of prepositions ; difference between German and English prepositions to be noted. These things are not to be taught by rules or grammatical explanations, but by practice only. Children do not have the so-called "conscience of language" which guides grown people, and which is the result of long-continued practice of speaking correctly ; they must therefore be led slowly, but systematically, to observe and correct certain mistakes. Where there is little or no surety, on the part of the child, as to whether it speaks correctly or not, it will be necessary for the teacher to give examples, and have them repeated singly and in chorus, or even put down in writing. Daily compositions (a few connected sentences), subjects from Object Lessons. Poems and pieces of prose to be memorized, recited and written down from memory. The sentences of the composition of one day may be changed in their form, so that they express approximately the same meaning with different words ; mark the change of the sense by introducing new expressions. Tell a short fable or story, and have it reproduced in writing.

FOURTH YEAR.

OBJECTS.—**I. Term — The sky :** sun, moon, stars, cardinal points, times of day ; sunlight, twilight, phases of the moon ; week, month. **Time:**—time measure, clocks, watches, sun-dials ; hours, minutes, seconds ; weeks, months, years ; what happened last year, two, three, ten, twenty, fifty, one hundred, one thousand years ago. **Vacation times, Christmas, Easter.**

When to get up, how the day's work is divided. Age of men, of some animals ; some advice for the preservation of life and health : diet : preparation for the study of Hygiene. The weather :—clouds, how formed ; fog, rain, dew, snow, frost, ice ; thunder-storm, hail. These objects can not be considered singly, but must be discussed in groups. This will afford ample opportunity for composition-work.

- II. Term — Works of men : mills, factories, arts : money, comparison of foreign and home money ; commerce, its means, roads, railroads, navigation. Poisonous plants and animals ; medicine, domestic remedies. Accidents, what to do in certain cases. Public life :—officers, civil and military, their duties ; laws, what for ; who makes them, government, prisons, courts. It will be very profitable to touch, now and then, subjects which have been brought up in previous grades, thus constantly connecting the new ideas with what has been learned before. It often needs a single hint, and a great number of thoughts, ideas, associations and reflections will be called up to help to make the lesson pleasant and fruitful.

- III. Term — The work of this term may consist of a review of the whole course.

[N. B. See, also, "Remarks," at the end of the course for this grade.]

LANGUAGE.—Hints for grammatical instruction are found in II. German Reader, from page 1 to 63. Compare the course for D, C and B Primary. The same exercises, only more elaborate. Every pupil in this grade shall record neatly, uncorrected by others, and preserve for inspection at the annual examination, at least one composition for each month of the school year.

EXPLANATORY REMARKS.

OBJECTS. — The aims of Object Lessons proper are : observation and training of the senses, formation of notions and ideas, development of the reasoning faculties, acquiring knowledge of real things, and the expression of thought in proper language.

This Course is framed in concentric circles, each grade representing a new circle, and opening to the child a new and wider horizon for observation and reflection. It is in accordance with Pestalozzi's principles ; "From the near to the remote, from the known to the unknown, from the simple to the more difficult, from the particular to the general, from the concrete to the abstract !"

The first circle is a very narrow one, embracing only objects from the child's surroundings, every succeeding one leads the child farther outward. But since there is little use of learning, if the art of reproducing what has

been learned is not cultivated in the same proportion, this course calls the attention of teachers, at every step, to the necessity of reproduction, oral or written, giving at the same time suggestions with regard to the method.

In D Primary, or first school year, the names of objects are to be given, and the ideas of some of the most prominent properties to be developed. Cultivation of observation, and the use of correct language, are the main points at this age.

For this instruction, objects should be used, as far as practicable; mere pictures of objects are not always sufficient. The teacher should refrain from telling the pupils what they are competent to find out by themselves. New terms are to be given by the teacher, unless they are derivatives and can be found by the pupils.

The lessons should mainly be conducted in the catechising way. It is the teacher's task to direct attention to color, form, position, material and other conditions or peculiarities of the object which remained unobserved, so that the child's insight is deepened, and a correct exercise of the senses may be practiced constantly.

In conducting an Object Lesson the teacher should be careful not to fall into the bad habit of asking only so-called routine questions, she must vary the questions and use all the interrogative words the language affords. In doing so she will cause the pupil to vary his answers, to construct his sentences in many different ways, to express shades of thought, and thus gain skill in expression and readiness in thinking.

The teacher should frequently go to the blackboard and draw the outlines of the object, which she cannot show "in natura," or in a picture. The pupils may often be asked to copy them, poor as these representations may be, they are often better than none, and help to make the idea clear.

LANGUAGE.—As regards Language, teachers should bear in mind that "Language is the garment of thought." Like our own clothes it may be richly adorned, plain, or even poor and torn. To use language well, means to dress and ornament the thought. The first language instruction must consist in bringing out the first feeble thoughts of the child. Our pupils cannot afford to stop thinking till they have mastered the art of reading. The task of Primary Schools is to collect, systematize and correct all the material of thought gained during the first six years of the child's life at home and on the street. This material is stored up in the memory without order; notions, ideas and associations must be formed of it, important and insignificant things separated and the child be made conscious of what it asserts. Only, if thoughts are in the mind, can the language of the child be facilitated; therefore, all language instruction must be based on lessons upon visible objects. Teaching words without ideas is like forcing the child to swallow pebbles.

In the first two, at least, if not in all succeeding grades, every answer should be given in a complete sentence, because correct speech can only be the result of practice, in the same way in which good manners are acquired — not by precept but by habit. The pupil's pronunciation should be clear and distinct; provincialisms and dialectic expressions must not be tolerated.

Course of Study—Music.

FIRST YEAR.

Learn to imitate any sound within the easy compass of the voice, and several sounds to the extent of a phrase. Singing fast or slow, loud or soft, or in any way the example may be given. Make sounds correctly; i. e., with correct breathing, position of the mouth for the different vowel sounds, and proper quality of tone. Learn what fast and slow, soft and loud, high and low, etc., mean. Learn easy and progressive songs by rote, as directed by the Special Teacher of Music. The most careful attention must be paid to the manner of singing. Object lessons on the properties of sound. Position of the hand for beating time. The motion of the hand, or beat, must be made quickly, the hand remaining still until it is time to make the next beat. The beats must be made regularly; i. e., there must be a steady, even movement, with regular recurrence of accent. Learn that there are two kinds of movement, viz: the odd and the even. Learn short, long, and longer sounds, with corresponding rests, and be able to sing them, as directed by the teacher, or the notes and rests, without interrupting the movement.

Learn to sing by syllable and by word, and name, when heard, five sounds of the major scale. That notes, in connection with the staff, (instead of the teacher) tell them which sound of the scale to sing. Learn principles of reading. Learn what equal, portion, time, portions of time and equal portions

of time mean, and be able to sing at sight any tune which may be written, using only the sounds of the scale and sounds of different lengths, as mentioned above.

SECOND YEAR.

Review thoroughly the work of Class D. Finish the scale, three and four part measure, longer and longest sounds, notes and rests; commence writing lessons on slates, as per monthly directions, and on paper when lead pencils are used.

Learn the exercises written for this grade, practice as per "Formula for Giving Lessons," and monthly directions to teachers, and be able to sing, singly and together, at sight, any exercise containing the subjects learned. Learning songs by rote, and singing in imitation of the teacher, continued throughout the year.

THIRD YEAR.

Review everything mentioned in the work for the D and C Classes. Scales above and below. Shorter sounds. Added lines. Degrees. Atempo. Rounds and two part songs. Practice daily, as per formula, copy and learn the exercises for this grade, and be able to sing at sight, any exercise containing the subjects learned. Learning songs by rote and singing in imitation of the teacher, continued. How to find from the signatures where one is represented.

FOURTH YEAR.

Review everything mentioned in the preceding classes. Shortest sound, sixteenth, and dotted quarter notes. Classification. Properties and departments of sound. The names of the notes and rests; i. e., whole, three-quarters, half and quarter. Two part; copy and learn exercises in one and two parts, pre-

pared for this grade ; be able to sing at sight and to write the notes indicating the sounds of any tune or exercises embracing the subjects learned. Rote and imitation singing and vocal training, continued.

GRAMMAR GRADES.

FIFTH YEAR.

Review the Primary work. Sextuple measure. The uses of the upper and lower figures at the beginning of tune. Write tunes from memory ; copy and learn the exercises for the grade ; practice daily as per formula, and be able to sing at sight any one or two part exercise or tunes embracing the subjects learned. Learning songs. Imitation exercises and vocal training, continued.

SIXTH YEAR.

Same as Class D, with addition of more difficult songs and exercises, and preparation for absolute and relative pitch.

SEVENTH YEAR.

Review all work of the Primary and D Grammar grades. Absolute and relative pitch, with names. G and F clef. Three part songs. Practice daily as per formula, and be able to sing at sight and write the notes indicating the sound in any tune embracing the subjects learned. Singing songs and vocal training continued, as per Stewart's "Elementary Teacher."

EIGHTH YEAR.

Review of the work of Class B. Classification of measures : their various forms, etc. Motive, section, phrase, period, etc. Further exercises in vocal training. Practice writing. Learn songs in two and three parts.

HIGH SCHOOLS.

Practice four part songs, chorals, choruses, glees, etc. Analytical study of expression. Voice training and preparation for study of harmony and composition.

In singing a tune by note, the following things are all considered together, viz: the scale, reading and rhythm.

Pupils know the scale when they can sing it alone by syllables, by using one syllable, by word, and can tell, when they hear a sound, after hearing one of the scale, which member of the scale it is.

They can read when they have learned to associate the odd names together, and the even names together; to remember where one is represented; and, knowing where one is represented, can tell, rapidly and readily, as the teacher points, or the notes indicate, which member of the scale is to be sung, and give the syllable.

They understand rhythm when they can beat time and keep any tempo—rate—which may be given, and can sing at any given tempo the different sounds, short, long, etc., as required by the teacher or by the notes.

In the following classification, the three subjects mentioned appear, with the things to be learned in each, together with ways of practice:

SCALE, AND SIMILAR SCALES ABOVE AND BELOW.	Things to be Learned.	<ul style="list-style-type: none"> Sounds. Names—1, 2, 3, etc. Syllables—do, re, mi, etc. Class Singing, two sounds at a time.
		<ul style="list-style-type: none"> Sing by <i>syllable</i>, as the teacher calls for the sound, (sing one, sing two, etc.) Sing, using <i>one</i> syllable, or words, as the teacher calls for the sound. Teacher sings (or plays), after giving some sound, as <i>one</i>, and pupils tell which member of the scale the sound is. Teacher sings to syllable <i>la</i>, and pupils write the notes representing the sounds. Teacher points to the staff, and pupils sing.
	Ways of Practice.	

READING.	Things to be Learned.	Staff.	{ Lines. Spaces. Degrees. Short (added) lines below and above.
		Principles of Reading.	{ To associate 1, 3, 5 and 7, and 2, 4, 6 and 8 together; i. e., when one series is repre- sented by lines, the other is represented by spaces, and <i>vice versa</i> . That 8 is 1 of similar scale above, and 1 is 8 of similar scale below. To remember where 1 and 8 are represented, keeping both degrees in the mind.
		How to find, from the signature, where one is represented.	
		Notes, as indicating which member of the scale is to be sung.	
	Ways of Practice.	{ After learning where <i>one</i> and <i>eight</i> are represented, the teacher points or writes notes, and pupils read by <i>name</i> and by syllable, as directed, frequently changing the place representing one. Teacher writes notes or refers pupils to their books, and they read as directed.	

RHYTHM.	Things to be Learned.	Measures.
		Measure.
		Parts and part of measure.
		Short, shorter, shortest, long, longer and longest.
		That a <i>part of a measure</i> is the <i>unit of measurement</i> —all sounds being so many parts, a part or fraction of a part.
		Notes, as indicating which kind of sound is to be sung; and rests, that the parts or part may pass without singing.
		Beat.
		Beating Time. (Make the difference between a <i>part of a measure</i> and a <i>beat</i> very distinct.
		A tempo.
		Accent.
		Figures, showing kinds of measure.
		Repeat mark. Pause. Bars.
	Ways of Practice.	Teacher beats time and counts, showing rate— <i>tempo</i> ; afterward pupils beat and count, keeping exact a <i>tempo</i> given.
		Teacher sings or plays, and pupils tell kind of measure, kind of sound, etc.
		At different <i>tempos</i> , pupils sing the different sounds as directed, being careful not to stop between the measures.
		Teacher watches and listens while the pupils work, and <i>vice versa</i> .

VOCAL TRAINING.	}	<i>Position.</i>	{ Body. Feet. Hands at rest ; beating time. Mouth.
		<i>Breathing.</i>	{ Inhaling. Holding breath. Exhaling. Singing, or repeating words, counting, etc., with one breath.
		<i>Singing.</i>	{ Imitating the teacher. Scales. { Syllables. Vowels. Succession of Vowels. Syllables, words, etc.

WRITING OR COPYING MUSIC.	{	NOTE.—Pupils are supposed to be able to name sounds quite readily when they hear them.
		From the blackboard.
		As the teacher dictates.
		As the teacher sings or plays.
		NOTE.—Always be careful that there is space sufficient between the notes and the notes and bars, and that the music is written distinctly.

FORMULA FOR A DAILY LESSON.	}	NOTES.—(a.) See that all pupils are in, and remain in correct position.	
		(b.) That, <i>without exception</i> , they engage <i>attentively</i> in the exercise.	
		(c.) Encourage them to sing and answer questions distinctly, and with a round, full voice.	
		(d.) See that the whole exercise be cheerful and pleasant.	
		<i>General Exercise.</i>	{ Vocalize a few moments. Practice scale, or rhythm, or <i>reading</i> , or all of them. Perhaps write a new lesson, to be sung at sight.
	}	<i>The Lesson given for study, and which is copied into the books.</i>	{ Questions { Kind of measure. respecting { Where <i>one</i> is represented, etc. Read by syllable ; by name. Teacher gives directions <i>definitely</i> , sings <i>one</i> , gives the <i>tempo</i> , and says " <i>sing</i> ," pupils listening, and neither singing nor beating time while the teacher is giving pitch and <i>tempo</i> .
		<i>Giving new Lesson as per method for copying music.</i>	{ Mistakes corrected ; one, two or more called to sing the lesson alone, and the lesson repeated until it can be sung.

GENERAL SUGGESTIONS.

The feeling of rhythm is to be developed, so that whenever "*a tempo*" is given, the pupils can keep it, and will feel sensibly the least deviation from it.

Practice in beating time and making sounds of different lengths. Reading, singing and naming sounds must be continually kept up.

In all the Grammar Grades, encourage the pupils to take their books home and practice the lessons a limited time—say ten or fifteen minutes—daily, and at a stated time.

It is better to copy lessons in the book before practicing them.

All pupils who use lead pencils are expected to have books.

Diffident pupils, and those having difficulty in doing any thing required, should be assisted privately; and if the effort is not successful, do not fail to refer to the Music Master.

Be as original as possible in giving the lesson, though always correct. Unless altogether impracticable, have a singing lesson every day.

Call on two or more pupils to sing alone each day, and encourage all to sing freely and independently.

Be careful, in all questions and definitions, to convey the impression that all that is seen only indicates or represents something to be done.

See that the pupils understand that they learn, not by great steps, but gradually, that they grow; and encourage the belief that, by close application and regular practice, they will all succeed.

Especially let it be understood that, in all matters of art, it is eternal repetition or practice that makes perfection.

COURSE OF STUDY—HIGH SCHOOLS.

CLASSICAL COURSE.

YEAR.	LATIN AND GREEK.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE & HISTORY.
I. {	1st Term—Latin Lessons.....	Algebra.....	General History ...	
2d " {	Latin Lessons.....	Algebra.....		Nat'l History and Physiology.
3d " {	Latin Reader	Algebra.....		Botany.
II. {	1st Term—Caesar, 1 book.....	Greek Lessons.....	Geometry.....	Roman History.†
2d " {	Caesar, 2 books.....	Greek Lessons.....	Geometry.	
3d " {	Caesar, 4 books.....	Greek Reader.....	Geometry.	
III. {	1st Term—Cicero, 4 Orations*	Anabasis, 1 book.		
2d " {	Cicero, 4 Orations	Anabasis, 2 books.		
3d " {	Sallust—Catiline.....	Anabasis, 3 books.		
IV. {	1st Term—Æneid, 2 books	Homer, 1 book.....	Roman Antiq. and Mythology.†	
2d " {	Æneid, 3 books	Homer, 2 books.		
3d " {	Æneid, Review.....		Grecian History.	

* LATIN PROSE COMPOSITION, one lesson per week; and in the following Term, three lessons per week. † One lesson per week throughout the year.

NOTE.—According to the rule of the Board of Education, no pupil is allowed to take the "LATIN" or "CLASSICAL" COURSE except on the order of the Superintendent of Instruction, which order shall be given only at the written request of parent or guardian.

LATIN AND ENGLISH COURSE.

YEAR.	LATIN.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE & HISTORY.
I.	{ 1st Term—Latin Lessons. 2d " " Latin Lessons 3d " " Latin Reader	{ Algebra. Algebra.	{ General History. Nat'l History and Physiology. Botany.	
II.	{ 1st Term—Caesar, 1 book. 2d " " Caesar, 2 books. 3d " " Caesar, 4 books.	{ Geometry. Geometry. Geometry.	{ Roman History† Natural Philosophy. Natural Philosophy. Natural Philosophy.	
III.	{ 1st Term—Cicero, 4 Orations* 2d " " Cicero, 4 Orations 3d " " Sallust—Catiline.	{ Trigonometry.	{ Chemistry and Geology. Chemistry and Geology. Chemistry.	
IV.	{ 1st Term—Æneid, 2 books 2d " " Æneid, 3 books 3d " " Æneid	{ Roman Antiq. and Mythol'gy. Astronomy. Gen'l Reviews. History of English Literature.	{ Mental Phil. and Polit. Econ. Astronomy.	

* LATIN PROSE, one lesson per week; and in the following Term, two lessons per week. † One lesson per week throughout the year.

GERMAN AND ENGLISH COURSE.

YEAR.	GERMAN.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE & HISTORY.
I.	{ 1st Term—German Grammar, Compos'n and Transl'n. 2d " " German Grammar, etc. 3d " " German Grammar, etc.	{ Algebra. Algebra.	{ General History. Nat'l History and Physiology. Botany.	
II.	{ 1st Term—"W. Tell," Composition and Translation. 2d " " "W. Tell," etc. 3d " " "W. Tell," etc.	{ Geometry. Geometry. Geometry.	{ History of Germ. Literature* Natural Philosophy. Natural Philosophy.	

* One lesson per week throughout the year.

GERMAN AND ENGLISH COURSE—Continued.

YEAR.	GERMAN.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE & HISTORY.
III.	{ 1st Term—"Nath. d. W.," Compos'n, Transl'n and Lit.			Chemistry and Geology.
	{ 2d " "Nathan der Weise," etc.			Chemistry and Geology.
	{ 3d " "Nathan der Weise," etc.	Trigonometry.		Chemistry.
IV.	{ 1st Term—"Jungf. v. Orl.," Comp'n. Transl'n and Lit.			Mental Phil. and Polit. Econ.
	{ 2d " "Jungfrau von Orleans," etc.	Arithmetic.		Astronomy.
	{ 3d " "Jungfrau von Orleans," etc.	Gen'l Review..	History of English Literature.	

ENGLISH COURSE OF THREE YEARS.

YEAR.	LANGUAGE.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE & HISTORY.
I.	{ 1st Term—English Composition and Rhetoric	Algebra.....	General History.	
	{ 2d " "English Composition and Rhetoric	Algebra.....		Nat'l History and Physiology.
	{ 3d " "English Composition and Rhetoric	Algebra.....		Botany.
II.	{ 1st Term—	Geometry.....		Nat'l Philos.—Physical Geog.
	{ 2d " "	Geometry.....		Nat'l Philos.—Science of Gov't.
	{ 3d " "	Geometry.....	Roman History.....	Natural Philosophy.
III.	{ 1st Term—Rhetoric.....			Chemistry and Geology.
	{ 2d " "	Arithmetic.....		Chemistry and Geology.
	{ 3d " "	Trigonometry.....	English History.....	Chemistry.

DRAWING in all the classes—two lessons per week.

LIST OF TEXT-BOOKS.

NORMAL SCHOOL.

Reading—McGuffey's Sixth Reader.	Mental Philosophy—Haven, Bain and Porter.
Spelling—Henkle's Test Speller.	
Arithmetic—Felter's Practical Arithmetic.	Methods of Instruction—Sheldon's Elementary Instruction.
Geography—Guyot's Elementary, Intermediate and Physical.	Educational History—Quick's Educational Reformers.
Grammar—Harvey's Grammar.	Educational Philosophy—Tait's Philosophy of Education.
History—Anderson's U. S. History.	Singing—Crown King.
Physiology—	Writing—Thompson & Bowler's Penmanship.
Botany—Wood and Gray.	
Rhetoric—Kerl's Rhetoric.	
Drawing—No text-book in use. All Drawing done from the objects directly.	

HIGH SCHOOLS.

Arithmetic—Ray's Higher.	Latin Lessons—Leighton.
Algebra—Schuyler.	Latin Grammar—Allen and Greenough.
Geometry—Davies' Legendre.	Cæsar, ad lib.
Trigonometry—Davies' Legendre.	Cicero, ad lib.
Composition and Rhetoric—Kerl.	Virgil, ad lib.
Rhetoric—Hepburn.	Greek Lessons—Leighton.
Universal History—Anderson.	Greek Grammar—Goodwin.
English History—Goodrich.	Xenophon's Anabasis—Owen.
Roman History—Smith.	Homer's Iliad—Owen.
Science of Government—Alden.	English Literature—Shaw's New History of English Literature.
Zoology—Tenny.	German Grammar—Wrage.
Physiology—Hotze.	William Tell—Schiller.
Botany—Wood.	Die Jungfrau von Orleans—Schiller.
Physical Geography—Guyot.	Nathan the Wise—Lessing.
Natural Philosophy—Avery.	Stahl's Versions I and II.
Chemistry—Storer & Eliot.	Crown King—Stewart.
Geology—Dana.	
Astronomy—Steele.	

GRAMMAR AND PRIMARY GRADES.

Sheldon's Phonic Charts.	Guyot's Elementary Geography.
Sheldon's Primer.	Guyot's Intermediate Geography.
Sheldon's First Reader.	Map of the City of Cleveland.
McGuffey's Second Reader.	Guyot's Wall Maps.
McGuffey's Third Reader.	Anderson's Grammar School History of the United States.
McGuffey's Fourth Reader.	Thompson & Bowler's Penmanship.
McGuffey's Fifth Reader.	Klemm's Lese- und Sprachbuch, I. Kreis.
McGuffey's Sixth Reader.	" " " II. "
DeWolf's Instructive Speller.	" " " III. "
(See Course of Study—Reading.)	" " " IV. "
Ray's Rudiments of Arithmetic.	Reffelt's IV. Book for School and House.
Felter's Practical Arithmetic.	" IV. Reader.
Harvey's English Grammar.	Henn's First German Book.
Hotze's First Lessons in Physics.	" Second " "
Merry Voices—Stewart.	
Singing School Echo—North & Stewart.	Doerner's Grammar.
Miss Youman's First Book of Botany.	Henze's Copy Book.

RULES AND REGULATIONS

OF THE

CLEVELAND PUBLIC LIBRARY.

1. The Librarian shall, under the direction of the Board of Education, have the charge and superintendence of the rooms of the Library, and shall be responsible for the care and safety of all the books and other public property contained in them, as well as for the orderly deportment of assistants and readers.

2. Residents of Cleveland, not under fourteen years of age, known to the Librarian, or vouched for in writing by some responsible citizen, can draw books on registering their names and residence. Changes of residence must be reported at the next drawing. The Librarian, in special cases, may require a special deposit.

3. Non-residents or temporary residents can have the same privileges as residents, by paying fifty cents per month, or three dollars a year, in advance.

4. Only two books can be drawn at a time, except that two volumes of the same set may be counted as one volume. No book can be kept longer than two weeks, but may be re-drawn, once, for the same period.

5. Books of reference cannot be taken from the consulting room.

6. A fine of five cents each day, up to the value of the book, will be imposed for retaining a book longer than the time stipulated by the rules or special notice. Fines will also be imposed for turning down leaves, marking, or in any way injuring or defacing a book.

7. No one will be permitted to open a case or take books from the shelves except the Librarian and assistants, members of the Board of Education, and the Superintendent of Public Instruction.

8. Noise, or loud conversation in the Library is strictly prohibited.

9. The use of tobacco is prohibited in all the rooms of the Library.

10. The Library hours shall be from 10 A. M. to 9 P. M., except Sundays and public holidays. The Reading Room will be open on Sundays, from 9 A. M. to 3 P. M., and on all secular days, from 8 A. M. to 10 P. M., and the Consulting Room, from 10 A. M. to 9 P. M.

11. Assistance to readers will be rendered by the Librarian and assistants in the examination of the catalogue, as far as consistent with their other duties.

12. Any person incurring a fine which is not paid within such reasonable time as may be publicly fixed, shall be suspended from the privileges of the Library until such fine be paid.

13. No book shall be retained or laid aside by any employe of the Library for *any* reader, and all books, before being drawn, shall be placed in their proper places on the shelves.

14. No book shall be drawn unless the Library ticket is presented at the time of the drawing.

15. All books returned, must be registered immediately on entering the Library.

16. It shall be the duty of the Librarian to enforce all regulations, and to collect all fines, and pay over the same, monthly, to the Treasurer.

17. These regulations, or any of them, may be repealed or amended at any regular meeting of the Board of Education, a majority of the whole Board concurring.

BOUNDARIES OF SCHOOL DISTRICTS.

Bolton School (Bolton Avenue, between Cedar and Euclid).—This school receives the pupils of the Grammar Grades from the Madison, Dunham, Euclid, Garden, Quincy, Woodland, Fairmount and Crawford districts. Those who find it more convenient are allowed to attend other schools.

Brownell School (Brownell, between Sumner and Ohio streets).—The boundary commences at the intersection of Perry street and Euclid avenue, and runs thence westerly to Short alley, including the dwellings on the north side of Euclid avenue; thence southerly to Huron street; thence westerly to Erie street; thence southerly along Erie and Cross streets to the Cuyahoga River, thence along the river to the line of Perry street; thence northerly to the place of beginning. Pupils of A Primary and higher Grades residing within the limits of the Eagle School district are to attend in the Brownell district.

Case School (Case avenue, between Superior and Cooper streets).—The boundary commences at the northern extremity of Willson avenue; and extends thence along the lake shore to Sterling avenue; thence along Sterling avenue to Euclid avenue; thence along Euclid avenue to Willson avenue; thence along Willson avenue to the place of beginning, except the residences on the north side of Euclid. Pupils of the A and B Grammar classes residing in this district attend the St. Clair School.

Charter Oak School (Broadway, between Union and Etna streets).—The boundary begins at the intersection of the A. & G. W. Railroad and Tod street, and extends thence along Tod street and Brown avenue and the line thereof to the intersection of Fifth avenue and Independence street (near Petrie street);

thence along Fifth avenue and the line thereof to the C. & N. Railroad ; thence along the C. & N. Railroad to the A. & G. W. Railroad ; thence along the A. & G. W. Railroad to the place of beginning. Pupils from the A and B Grammar Grades attend the Walnut School ; those of C and D Grammar and A Primary the North School.

Clark School (Corner Clark and Hamburg).—The boundary commences at the crossing of Burton street and the Cleveland, Columbus, Cincinnati & Indianapolis Railway, and extends thence westerly along the railroad to Gordon avenue ; thence southerly along Gordon avenue to the city limits ; thence easterly along the city limits to the line of Burton street ; thence northerly along Burton to the place of beginning. Pupils above B Primary Grade, residing in this district, belong to the Orchard School district.

Crawford School (corner of Crawford road and Doan street).—The boundary begins at the intersection of Decker and Custead avenues, and proceeds thence north along Custead and the line thereof to the city limits ; thence easterly along the northern boundary of the city to its eastern boundary ; then south along this boundary to a point midway between Crawford and Euclid ; thence westerly to the place of beginning. Pupils of the A Primary Grade attend the Fairmount School ; those of the Grammar Grades, the Bolton School.

Dunham School (Dunham avenue, corner of Lexington).—This school receives pupils of the B, C and D Primary Grades, residing in the vicinity of the school-house. The district is bounded by Willson, Hough and Giddings avenues and Superior street, not including the houses on Superior street.

Eagle School (Eagle street, between Woodland avenue and Erie street).—The boundary commences at the intersection of Huron and Erie streets, and runs thence westerly along Huron street, to the river, not including the dwellings on the south side of Huron ; thence along the river to upper Central Way

bridge ; thence along Cross and Erie streets to the place of beginning. Pupils of the A, B and C Grammar, and A Primary Grades, residing in this district, attend the Brownell School.

Euclid School (Euclid Avenue, near Custead Avenue).—The boundary commences at the intersection of Willson and Lexington avenues, and thence proceeds southerly along Willson and the C. and P. R. R. to Cedar street, including the houses on the south side of Cedar street ; thence east along Cedar street to Bolton avenue ; thence on Bolton, Hough and Marcy avenues to the line of Lexington avenue ; thence west to the place of beginning. Pupils of the Grammar Grades attend the Bolton School.

Fairmount School (Fairmount street, near Euclid avenue).—The boundary begins at a point in the eastern boundary of the city, midway between the Crawford road and Euclid avenue, and thence extends west to Marcy avenue ; thence southerly along Marcy, Hough and Bolton avenues to Quincy street ; thence east to the eastern boundary of the city ; thence north along this boundary to the place of beginning. Original lots 396, 397, 404 and 405 of East Cleveland township are part of the school district. Pupils of Grammar Grades attend the Bolton School.

Garden School (Garden street, corner of Ashland avenue).—The boundary begins at the intersection of Willson and Cedar avenues, and proceeds thence along Willson to Quincy street ; thence along Quincy street to Giddings avenue ; thence along Giddings to Cedar street ; thence along Cedar to the place of beginning, not including the houses on Cedar. Pupils of the Grammar Grades attend the Outhwaite School.

Gordon School (on Gordon avenue, corner of Pear).—The boundary commences at the corner of Bridge and Waverly streets, and thence extends westerly along Bridge street to city limits ; thence westerly and southwesterly along city limits to Clark avenue ; thence easterly along Clark avenue and the C.,

C., C. & I. Railway to Hodge street ; thence northerly along Hodge and Waverly to the place of beginning. Pupils above C Primary Grade belong to the Orchard School district.

Hicks School (Hicks, between Bridge and Lorain streets).—The boundary commences at the intersection of Franklin and York streets, and extends southerly along York to Walworth Run ; thence along Walworth Run to the Cuyahoga River ; thence along the Cuyahoga River to Russia street ; thence along Russia and Franklin streets to the place of beginning. Pupils of A and B Grammar Grades residing in this district, attend the Kentucky School.

Kentucky School (Kentucky street, facing the Reservoir).—The boundary of this district commences at the intersection of Detroit and Center streets ; thence runs westerly on Detroit street to Hanover street ; thence southerly on Hanover to Clinton street ; thence westerly on Clinton to Taylor street ; thence southerly on Taylor to Franklin street ; thence easterly on Franklin to Harbor street ; thence southerly on Harbor to Bridge street, including the dwellings on both sides of Harbor ; thence easterly to York street ; thence northerly on York to Franklin ; thence easterly on Franklin to Russia street ; thence on Russia to the river ; thence northerly along the river to the place of beginning. Pupils of A Grammar Grade residing upon the west side of the river, attend the Kentucky School. Pupils of B Grammar Grade, in all districts on the west side of the river, excepting Tremont School, attend the Kentucky School.

Kinsman School (Kinsman street, near Madison avenue).—The boundary begins at the junction of the stream flowing in the rear of the House of Correction with Kingsbury Run, and thence extends along this stream to the C. & P. R. R. ; thence along the C. & P. R. R. to Holton avenue ; thence east along Holton avenue and the line thereof, to the city limits ; thence south along the city limits to Kingsbury Run ; thence along Kingsbury Run to the place of beginning. Pupils of the

A Primary Grade attend the Woodland or Outhwaite Schools ; those of the Grammar Grades the Outhwaite.

Lovejoy School (Lovejoy avenue, near Independence street).—This school receives pupils of the Primary Grades residing in the southern part of the Warren district, between Petrie street and the Cuyahoga River.

Madison School (East Madison avenue, between St. Clair and Superior streets).—The boundary commences at the northern extremity of Willson avenue, and thence extends south to Lexington avenue ; thence east on Lexington avenue and the line thereof to Custead avenue ; thence north on Custead and the line thereof to the northeastern boundary of the city ; thence along this boundary to the lake shore ; thence westerly to the place of beginning. Pupils of the Grammar Grades attend other schools.

Mayflower School (corner of Mayflower and Orange streets).—The boundary commences at the intersection of Scovill avenue and Forest street, and thence runs westerly to Perry street ; thence southerly to the Cuyahoga River ; thence along the river to Kingsbury Run ; thence easterly to Forest street ; thence northerly to the place of beginning. Pupils of A Grammar Grade, residing in this district, attend the Sterling or Outhwaite Schools.

Meyer School (corner of Meyer and Brighton streets).—This district embraces all that part of the city lying south and east of the Wade and Walton districts, and west of Scranton avenue. Pupils in Grades above D Primary, residing in this district, belong to the Wade and Walton districts.

North School (Union street, between Broadway and Center streets).—The boundary begins at the intersection of Etna and the C. & P. R. R., and extends thence southerly along the C. & P. R. R. to Hamilton street ; thence along Hamilton to the run between Valley and Bluff streets ; thence southerly along this

run and Mill Creek to the south line of Newburgh township; thence west on said township line to the western line of lot 301 of Newburgh township; thence south on said lot line to Fifth avenue; thence east on Fifth avenue and the line thereof to the C. & N. R. R.; thence northerly along the C. & N. R. R. to Etna street; thence east on Etna street to the place of beginning. Pupils of the A and B Grammar Grades attend the Walnut School.

Orchard School (on Fir, facing Orchard street).—The boundary commences at the intersection of Bridge and York streets; thence runs westerly on Bridge street to Waverly street; thence southerly along Waverly and Hodge streets to the C. C. C. & I. Railway; thence along the railway to the line of York street; thence northerly along York street to the place of beginning. Pupils of A and B Grammar grades, residing in this district, attend the Kentucky School.

Outhwaite School (Outhwaite street, between Willson avenue and Kennard street).—The boundary commences at the intersection of Willson avenue and Garden street, and extends thence westerly along Garden street to Forest street, including the dwellings on the north side of Garden street; thence southerly on Forest street to Kingsbury Run; thence along Kingsbury Run to the ravine between Sawtell and Willson avenues; thence along this ravine to the A. & G. W. R. R.; thence along the A. & G. W. R. R. to Madison avenue; thence along Madison avenue to Kingsbury Run; thence along Kingsbury Run to its junction with the stream flowing in the rear of the House of Correction; thence along this stream to the line of Giddings avenue; thence north along Giddings avenue to Quincy street; thence west to Willson avenue; thence north to the place of beginning.

Quincy School (Quincy street, near Madison avenue).—The boundary commences at the intersection of Giddings avenue and Cedar street, and proceeds thence along Giddings avenue and

the line thereof to the stream flowing in the rear of the House of Correction ; thence along this stream to the line of Lincoln avenue ; thence north to Quincy street ; thence east to Bolton avenue ; thence north to Cedar avenue ; thence west to the place of beginning. Pupils of the Grammar and A Primary Grades attend other schools.

Ridge School (on Ridge road, near C. C. C. & I. Railroad).—This district embraces all that portion of the city lying south of Gordon and west of the Clark District ; also original lots Nos. 25, 26, 35 and 36, Brooklyn township. Pupils above A Primary Grade attend other city schools.

Rockwell School (corner Rockwell and Bond streets).—The boundary commences at the north end of Muirson street, and runs thus westerly along the lake shore to the Cuyahoga river ; thence along the river to the line of Huron street ; thence easterly along Huron street to Short alley, including the dwellings on the north side of Huron street ; thence northerly to Muirson street ; thence northerly to the place of beginning.

St. Clair School (St. Clair, between Dodge and North Perry streets). The boundary commences at the intersection of Euclid and Sterling avenues, and thence extends north along Sterling avenue, and the line thereof, to the lake shore ; thence westerly along the lake shore to Muirson street ; thence southerly to Euclid avenue ; thence easterly to the place of beginning, except the dwellings on the north side of Euclid avenue.

South School (South street, between Frazer street and Barkwill avenue).—This school receives pupils of the lowest grade residing in the eastern part of Warren district. Its western boundary is Mead avenue and Petrie street.

Sterling School (Sterling avenue, between Cedar avenue and Sibley street).—The boundary commences at the southwest corner of Euclid and Willson avenues, and runs thence westerly to the intersection of Perry street, including the dwellings on the north side of Euclid avenue ; thence southerly on Perry street

to Scovill avenue; thence easterly to Forest street; thence northerly on Forest street to Garden street; thence easterly on Garden street to Willson avenue, (not including the residences on the north side of Garden street and east of Forest); thence northerly to the place of beginning.

Tremont School (intersection of Tremont and Pelton streets).—The boundary commences at the mouth of Walworth Run, and extends thence southwesterly along Walworth Run to Howard street; thence easterly along Howard street to Scranton avenue; thence along Scranton avenue to the southern limits of the city; thence easterly along city limits to the river; thence along the river to the place of beginning.

Union Mills School (corner of Union and Gaylord streets).—The boundary begins at the point where Kingsbury Run enters the city, and proceeds thence along Kingsbury Run to Madison avenue; thence along Madison avenue to the A. & G. W. R. R.; thence along the A. & G. W. R. R. to the C. & N. R. R.; thence southerly along the C. & N. R. R. to Etna street; thence easterly along Etna street, and the line thereof, to the easterly boundary of the city; thence northerly to the place of beginning. Pupils of the Grammar grades residing in this district attend other schools.

Wade and Walton Schools (Wade Building, at corner of Wade and Mill streets; Walton Building, corner of Walton and Rhodes avenues).—The boundary of this district commences at the intersection of Walworth Run and Howard street, and extends thence easterly along Howard street to Scranton avenue; thence southerly along Scranton to Clark avenue; thence westerly along Clark avenue to Pleasant street, including the dwellings on both sides of the street, to the city limits; thence westerly along the city limits to the line of Burton street; thence along Burton street to Walworth Run and C. C. C. & I. Ry., and thence easterly to place of beginning. Pupils of A and B

Grammar Grades attend other districts. Pupils of C Grammar grade attend the Hicks School.

Walnut School (Walnut street, between Howe and Mechanic streets).—The boundary begins at the intersection of Etna street and the C. & P. R. R., and thence extends southerly to Hamilton street, thence west along Hamilton street to the run between Valley and Bluff streets; thence southerly along this run and Mill Creek to the south line of Newburgh township; thence east along this township line to the east line of Newburgh township; thence north along this east township line to the north line of original lot No. 470; thence west along this line (it being the line of Hamilton street) to the easterly boundary of the city; thence north along the eastern boundary of the city to the line of Etna street; thence west to the place of beginning.

Warren School (between Warren and Trumbull streets).—The boundary commences at the mouth of Kingsbury Run, and extends along this stream to the ravine between Sawtell and Willson avenues; thence along this ravine to the A. & G. W. R. R.; thence along the A. & G. W. R. R. to Tod street; thence southerly along Tod to Bowen street; thence along Bowen street, and the line thereof, to the south line of the city; thence west to the Cuyahoga river; thence along the river to the place of beginning. Pupils of the A, B and C Grammar Grades residing in this district attend other schools, making their own selection.

Washington School (corner of Detroit and St. Paul streets).—The boundary commences at the mouth of the Cuyahoga river, and extends westerly to the city limits; thence southerly along the city limits to Bridge street; thence easterly along Bridge to Harbor street; thence northerly along Harbor to Franklin street, not including the dwellings on the west side of Harbor street; thence westerly along Franklin to Taylor street; thence northerly along Taylor to Clinton street; thence easterly

along Clinton to Hanover street ; thence northerly along Hanover to Detroit street ; thence along Detroit street to the Cuyahoga river ; thence along the Cuyahoga river to the place of beginning. Pupils of A and B Grammar Grades residing in this district attend the Kentucky School.

Woodland School (Woodland avenue, near Bolton).—The boundary commences at the intersection of Quincy street and Lincoln avenue, and thence extends south on Lincoln avenue, and the line thereof, to the stream flowing in the rear of the House of Correction; thence along the stream to the C. & P. R. R.; thence along the C. & P. R. R. to Holton avenue; thence east along Holton avenue to the city limits; thence along the eastern boundary of the city to Quincy street; thence west along Quincy street to the place of beginning. Pupils of the Grammar Grades attend other schools.

LIST OF TEACHERS.

DATE OF THEIR EMPLOYMENT AND THEIR CITY RESIDENCES.

1876-7.

NORMAL SCHOOL.

(Eagle Street.)

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Alex. Forbes.....	Sept. 1865.....	West Cleveland
Kate S. Brennan.....	Feb. 1873.....	203 Franklin st.

TRAINING TEACHERS.

Julia E. Berger.....	April, 1870.....	247 Erie st.
Kate E. Stephan.....	Oct. 1866.....	18 Carroll st.

CENTRAL HIGH SCHOOL.

(Euclid ave., near Erie street.)

Samuel G. Williams.....	Sept. 1869.....	428 Case ave.
Conrad L. Hotze.....	Sept. 1867.....	204 Superior st.
Charles H. Penfield.....	Sept. 1874.....	2086 Euclid ave.
Hermann Woldmann.....	Sept. 1871.....	48 John st.
Frances M. Beaumont.....	Nov. 1868.....	1114 Superior st.
Frances Hosford.....	Sept. 1875.....	1319 Superior st.
Hattie A. Wolcott.....	Sept. 1873.....	619 Euclid ave.
Kate White.....	Sept. 1857.....	440 Superior st.
Sarah R. Marshall.....	Sept. 1873.....	965 Euclid ave.
Adelia C. Barton.....	Jan. 1873.....	55 Euclid ave.

WEST HIGH SCHOOL.

(Corner State and Ann streets.)

Zachary P. Taylor.....	Feb. 1872.....	15 Woodbine st.
Samuel D. Barr.....	Sept. 1872.....	179 Taylor st.
John Bolton.....	Nov. 1872.....	49 Huntington st.
August Esch*.....	Sept. 1871.....	Brooklyn Center.
Lucia Stickney.....	Sept. 1867.....	97 State st.
Melissa S. Johnson.....	Sept. 1875.....	76 Clinton st.

* Employed also in East High School.

EAST HIGH SCHOOL.

(Bolton ave., between Cedar and Euclid.)

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Elroy M. Avery.....	Sept. 1871.	Woodland Hills, nr. Woodland ave.
Mrs. Elroy M. Avery.....	" " " "	" " " "
John F. Peck.....	Sept. 1875.	680 Case ave.
August Esch*.....	Sept. 1871.	Brooklyn Center.
Mrs. E. S. Woodward.....	Jan. 1874.	— Cornell st.

* Employed also in West High School.

BOLTON SCHOOL.

(Bolton, between Cedar and Euclid avenues.)

Jennie H. Avery.....	Sept. 1873.	2126 Euclid ave.
Elizabeth J. House.....	Sept. 1869.	833 Logan st.
Blanche Huggins.....	Jan. 1873.	810 E. Madison ave.
Julia T. Ford.....	Sept. 1875.	— Cornell st.
Emma C. Ives.....	Sept. 1874.	604 Harkness ave.
Henrietta B. Ayres.....	Oct. 1865.	Cor. Home st. and E. Madison ave.

SPECIAL GERMAN.

Martha E. French*.....	Jan. 1870.	1884 Euclid ave.
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* Employed also in Euclid School.

BROWNELL SCHOOL.

(On Brownell, between Ohio and Sumner streets.)

Harriet S. Parsons.....	Oct. 1859.	Euclid Place.
Hannah E. Gillett.....	Nov. 1858.	71 Prospect st.
J. Augusta Reed.....	Sept. 1871.	57 Harmon st.
Henra McQuiston.....	Sept. 1869.	Euclid Place.
Alma S. Keys.....	Feb. 1869.	49 Cheshire st.
Jennie A. Sexton.....	Sept. 1859.	23 Cheshire st.
Clara S. Dare.....	Jan. 1861.	226 Perry st.
Mattie M. Williams.....	Sept. 1870.	128 Brownell st.
Ada E. Laird.....	Sept. 1869.	52 Prospect st.
Mary L. Blair.....	Sept. 1867.	12 Burnham st.
Eliza J. Cowan.....	Apr. 1866.	126 Brownell st.
Eliza Leick.....	Sept. 1873.	263 Prospect st.
Josie A. Church.....	Sept. 1872.	34 Granger st.
Ægesta Beck.....	Sept. 1873.	16 Walnut st.
Gussie H. Barr.....	Sept. 1865.	269 Prospect st.
Julia Seufert.....	Sept. 1871.	64 Eagle st.
Kate M. Shaw.....	Sept. 1875.	184 Dodge st.

LIST OF TEACHERS.

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NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Emma A. Kolbe.....	Sept. 1875.....	174 Woodland ave.
Lottie Geuder.....	Sept. 1874.....	155 Woodland ave.
Sarah J. Clayton.....	Sept. 1872.....	51 Cedar ave.
Ellen Jackson.....	Sept. 1869.....	52 Prospect st.
Emma J. Quirk.....	Apr. 1864.....	188 Bolivar st.
Marie Heinsohn.....	May 1870.....	37 Huron st.
Samantha A. Killip.....	Sept. 1852.....	358 Perry st.

SPECIAL GERMAN.

F. P. Schroeder.....	Mar. 1871.....	53 Orange st.
Barbara Hartrath*.....	Sept. 1871.....	158½ Prospect st.

* Employed also in Rockwell School.

CASE SCHOOL.

(Case avenue, between Superior and Cooper streets.)

Eliza E. Corlett.....	Oct. 1865.....	440 Superior st.
Julia C. Jump.....	Apr. 1870.....	993 Superior st.
Eliza J. Worswick.....	Jan. 1871.....	8 Worswick Place.
Eliza J. Todd.....	Sept. 1867.....	101 Case ave.
Amelia E. Worswick.....	May 1873.....	8 Worswick Place.
Anna J. Sked.....	Feb. 1875.....	356 East Madison ave.
Virginia Briggs.....	Feb. 1872.....	53 Grant st.
Phebe A. Underwood.....	Sept. 1875.....	387 Lake st.
Lillie P. Evans.....	Mar. 1876.....	100 Lake st.
Clara F. Pitts.....	Sept. 1873.....	107 Lake st.
Jennie R. Wilson.....	Sept. 1874.....	97 McHenry st.
Marie Schneider.....	Oct. 1874.....	Glenville.
N. Oda Beers.....	Jan. 1875.....	Collamer.
Lizzie Climo.....	Sept. 1875.....	176 Wason st.
Rose A. Daly.....	Sept. 1875.....	402 Hamilton st.
Marie M. Wagner.....	April 1876.....	459 St. Clair st.

SPECIAL GERMAN.

L. F. Wilhelm*.....	Sept. 1871.....	10 Siegel st.
Karl F. Preuss*.....	Sept. 1872.....	319 Perry st.

* Employed also in St. Clair School.

CHARTER OAK SCHOOL.

(Broadway, between Ackley and Ashbel streets.)

Ida M. Cahoon.....	April 1874.....	2002 Broadway.
Laura E. Cahoon.....	April 1874.....	2002 Broadway.

CLARK SCHOOL.

(On Clark, corner of Hamburg.)

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Julia A. Wilmoth.....	Sept. 1873.....	305 Taylor st.
Clara H. Clarke.....	Sept. 1874.....	305 Taylor st.
Kate M. Capek.....	Sept. 1874.....	32 Belmont st.
Kate L. Egan.....	Sept. 1876.....	104 Root st.

CRAWFORD SCHOOL.

(Corner Crawford and Doan streets.)

Louisa M. Hills.....	Sept. 1873	1706 Hough ave.
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DUNHAM SCHOOL.

(Corner of Dunham and Lexington avenues.)

Carrie E. Cleveland.....	Aug. 1874.....	849 Doan st.
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EAGLE SCHOOL.

(Eagle street.)

Hattie E. Corlett	Sept. 1876.....	24 Marion st.
Louisa Reinhart.....	Apr. 1875.....	42 Parkman st.

EUCLID SCHOOL.

(Euclid avenue, opposite Custead avenue.)

Mary S. Holt.....	Jan. 1873.....	1303 Euclid ave.
Mrs. J. W. Lusk.....	Sept. 1874.....	839 Logan st.
Julia S. Sabin.....	Jan. 1873.....	813 E. Madison ave.

SPECIAL GERMAN.

Martha E. French*	Jan. 1876.....	1884 Euclid ave.
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* Employed also in Bolton School.

FAIRMOUNT SCHOOL.

(Fairmount st., north of Euclid avenue.)

Mary A. DeVelling.....	Sept. 1875	2126 Euclid ave.
Sadie A. Compton.....	April 1873.....	872 Doan st.
Mattie M. Purdie.....	Sept. 1874.....	324 Sibley st.

GARDEN SCHOOL.

(Garden st. between Richland and Ashland avenues.)

Olivia A. Houtz.....	Jan. 1873.....	210 Prospect st.
Josie J. Weidenkopf.....	Sept. 1873.....	49 Quincy st.

GORDON SCHOOL.

(Gordon avenue, corner Pear street.)

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Joanna Disette.....	Feb. 1874.....	168 Dare st.
Cecelia B. Mullen.....	Sept. 1876.....	287 Detroit st.

HICKS SCHOOL.

(Hicks st., between Lorain and Bridge.)

Sue Stephan.....	April 1868.....	18 Carroll st.
Jennie B. Johnson.....	Sept. 1871.....	104 Bridge st.
Emma Stephan.....	Sept. 1872.....	18 Carroll st.
Nellie A. Fuller.....	Sept. 1874.....	600 Columbus st.
Martha J. Freeland.....	Sept. 1873.....	56 Hanover st.
India Lilly.....	Sept. 1873.....	203 Franklin st.
J. Alice Haver.....	Sept. 1873.....	39 Church st.
Dollie L. Culp.....	Dec. 1875.....	26 Vestry st.
Clara B. Case.....	Sept. 1875.....	140 Clinton st.
M. Josie Smith.....	Sept. 1873.....	37 Hurd st.
Maria Lundy.....	Sept. 1867.....	234 Pearl st.
Gertrude Willard.....	April 1873.....	47 Hurd st.
Anna E. Reilly.....	Jan. 1876.....	203 Franklin st.

SPECIAL GERMAN.

William Barth.....	Mar. 1874.....	135 Lorain st.
Albert C. Pretzer *.....	Jan. 1876.....	987 Scranton ave.

* Employed also in Wade School.

INDEPENDENCE SCHOOL.

(Brecksville road, south of Harvard street.)

Julia H. Baldwin.....	Jan. 1876.....	2518 Read st.
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KENTUCKY SCHOOL.

(Kentucky st., fronting Reservoir.)

Bettie A. Dutton.....	Sept. 1858.....	94 State st.
Adda C. Briggs.....	Sept. 1866.....	75 State st.
Isie H. Libbey.....	Sept. 1872.....	57 Clinton st.
Emily A. Vial.....	Nov. 1867.....	91 Liberty st.
Hattie A. Farnsworth.....	Sept. 1870.....	364 Superior st.
Ray A. Parsons.....	Feb. 1875.....	203 Franklin st.
Fannie J. Baker.....	Nov. 1875.....	16 Walnut st.
Mary E. Libbey.....	Jan. 1868.....	76 Clinton st.
Sarah A. Peters.....	Sept. 1875.....	97 State st.
Melissa A. Peters.....	Sept. 1875.....	97 State st.
Eliza C. Degnon.....	Dec. 1871.....	30 Church st.

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Kate L. Williams.....	Feb. 1869.....	56 Whitman st.
Emily F. Marsh.....	Sept. 1874.....	76 Clinton st.
Wendla Davis.....	Sept. 1870.....	10 Clinton st.
Hattie M. Baker.....	Sept. 1876.....	26 Vestry st.

SPECIAL GERMAN.

Mathilda Spengel.....	Sept. 1871.....	87 Carroll st.
Helene L. Schulz*.....	Nov. 1875.....	536 Detroit st.

* Employed also in Orchard School.

KINSMAN SCHOOL.

(Kinsman st., between Northeast and East Madison avenues.)

Electa P. Bradbury.....	Sept. 1873.....	— Kinsman st.
Josephine Hinsdale.....	Feb. 1876.....	579 Case ave.

LOVEJOY SCHOOL.

(Lovejoy ave., near Independence street.)

Mary E. Henry.....	Sept. 1875.....	— Independence st.
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MADISON SCHOOL.

(East Madison ave., between St. Clair and Superior streets.)

Cora A. Sprague.....	Sept. 1876.....	— Bell ave.
Mary Haver.....	Aug. 1848.....	— East Madison ave.

MAYFLOWER SCHOOL.

(Corner of Mayflower and Orange streets.)

Jennie Eggleston.....	Sept. 1869.....	26 Longwood ave.
Adelaide A. Headley.....	Jan. 1873.....	Seelye's Water Cure.
Maria E. Tobien.....	Apr. 1869.....	215 Orange st.
Helen S. Ball.....	Nov. 1874.....	1233 Forest st.
Marion A. Hill.....	Jan. 1875.....	45 Euclid ave.
Alice T. Lanphear.....	Sept. 1871.....	118 Laurel st.
Frank Hawthorne.....	Sept. 1875.....	108 Maple st.
Emma J. Reich.....	Apr. 1871.....	90 Ohio st.
Josie B. Willson.....	Sept. 1872.....	228 Perry st.
Ottillie Riesterer.....	Apr. 1874.....	20 Irving st.
Jennie B. Dalgleish.....	Apr. 1872.....	205 Prospect st.
Ida May Lanphear.....	Sept. 1875.....	118 Laurel st.
Clara Hobart.....	Sept. 1875.....	534 Case ave.
Louise L. Campbell.....	Sept. 1875.....	16 Walnut st.
Josie Herkomer.....	Apr. 1876.....	248 Perry st.
Lucy J. Yeend.....	Sept. 1873.....	16 Walnut st.
Jennie Pomeroy.....	Apr. 1874.....	343 Perry st.

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Alice M. Hurlburt.....	Sept. 1874.....	22 Hazen st.
Ottillie Herrmann.....	Sept. 1874.....	168 Scovill ave.
Linda O'Marah.....	Sept. 1873.....	North Place.
Ellen E. Gill.....	Sept. 1875.....	272 Scovill ave.
Amelia R. Stepp.....	Apr. 1876.....	7 Minnesota st.

SPECIAL GERMAN.

Frederick Schoene*.....	Mar. 1874.....	64 Webster st.
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* Employed also in Outhwaite School.

MEYER SCHOOL.

(Brighton st., corner of Meyer street.)

Mary V. Brett.....	Sept. 1873.....	17 Brighton st.
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NORTH SCHOOL.

(Corner of Broadway and Worley street.)

Thank Ashton.....	Aug. 1874.....	2514 Valley st.
Abbie M. Reynolds.....	Sept. 1874.....	2224 Broadway.
May Osborne.....	Aug. 1875.....	3 Hinman st.
Lois E. Morse.....	Oct. 1874.....	3 Hinman st.
Susie E. Eveleth.....	Sept. 1874.....	3 Hinman st.
Ada A. Beers.....	Jan. 1876.....	2232 Broadway.
Mattie A. Roemer.....	Sept. 1876.....	233 Woodland ave.
Mary A. Rowell.....	Oct. 1875.....	2467 Broadway.
Olive H. Bentley.....	Apr. 1876.....	2232 Broadway.

ORCHARD SCHOOL.

(Peach st., facing Orchard.)

Sara E. Butler.....	Sept. 1872.....	18 Lake st.
Kate Franklin.....	Jan. 1872.....	16 Walnut st.
Mary M. Bill.....	Sept. 1869.....	41 Harbor st.
Emma L. Bousfield.....	Sept. 1869.....	202 Franklin st.
Lizzie Meredith.....	Sept. 1873.....	203 Franklin st.
Anna E. McNeil.....	Nov. 1869.....	79 Bridge st.
Anna M. Pratt.....	Sept. 1865.....	170 Franklin st.
Amelia Kahnheimer.....	Sept. 1876.....	300 Pearl st.
Susie A. Wilson.....	Jan. 1870.....	27 Fulton st.
Lina K. Raeder.....	Nov. 1872.....	63 Mechanic st.
Mary E. Degnon.....	Feb. 1870.....	30 Church st.
Angie H. Ketchum.....	Sept. 1874.....	76 Clinton st.
Hannah A. Disette.....	Sept. 1875.....	163 Dare st.
Elise Raeder.....	Jan. 1874.....	63 Mechanic st.
Emma Doertenbach.....	Apr. 1876.....	78 Jersey st.
Hannah Higson.....	Nov. 1873.....	106 Birch st.

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Jennie Croley.....	Sept. 1875.....	15 Randall st.
Mary P. Brett.....	Apr. 1876.....	41 Harbor st.

SPECIAL GERMAN.

Helene L. Schulz*.....	Nov. 1875.....	336 Detroit st.
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* Employed also in Kentucky School.

OUTHWAITE SCHOOL.

(Outhwaite ave., between Kennard st. and Willson avenue.)

Myra E. Robbins.....	Jan. 1870.....	404 Case ave.
Annie W. Johnston.....	Sept. 1865.....	9 Cheshire st.
Angie C. Ames.....	Sept. 1871.....	768 Republic st.
Jane E. Cleghorn.....	Sept. 1875.....	163 St. Clair st.
Ada M. Piper.....	Sept. 1869.....	262 Sibley st.
Fanny R. Facer.....	Sept. 1875.....	1215 Euclid ave.
Fanny Dougherty.....	Nov. 1875.....	14 Outhwaite ave.
Belle M. DeVeny.....	Jan. 1874.....	431 Case ave.
Emma A. Shoemaker.....	Sept. 1876.....	680 Case ave.
Gertrude L. Mixer.....	Feb. 1875.....	45 Walnut st.
Annie C. DeVeny.....	Apr. 1871.....	431 Case ave.
Ella P. McIntosh.....	Sept. 1875.....	43 Bolivar st.
Kate M. Grayell.....	Sept. 1876.....	294 Scovill ave.
Martha A. Stockwell.....	Feb. 1874.....	579 Case ave.
Ella Marshall.....	Sept. 1875.....	168 Garden st.
Helen M. Christian.....	Mar. 1873.....	22 Lodge ave.
Nellie Weidenkopf.....	Sept. 1876.....	49 Quincy st.
Susie E. Burrows.....	Mar. 1873.....	11 Slater ave.
Jennie Wilson.....	Apr. 1867.....	5 Griswold st.
Jennie Gleeson.....	Sept. 1876.....	217 Garden st.
Alice F. Abell.....	Sept. 1872.....	7 Cedar ave.
Helen M. Patterson.....	Sept. 1875.....	521 Case ave.
Anna A. Burrows.....	Sept. 1874.....	324 Cedar ave.
Clara F. Krause.....	Sept. 1875.....	570 Woodland ave.
Rachel T. Venning.....	Sept. 1876.....	175 Orange st.

SPECIAL GERMAN.

Jennie Geuder.....	Sept. 1871.....	155 Woodland ave.
Lina A. Riesterer*.....	Sept. 1871.....	20 Irving st.
Friederich Schoenet.....	Mar. 1874.....	64 Webster st.

* Employed also in Sterling School.

† Employed also in Mayflower School.

LIST OF TEACHERS.

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QUINCY SCHOOL.

(Quincy st., between Judson st. and East Madison ave.)

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Jennie Cairns.....	Jan. 1873	752 Republic st.
Maggie G. Cogley	Sept. 1874	825 Logan st.

RIDGE SCHOOL.

(On Ridge Road, near Railroad Bridge.)

Dorothy Sawyer	Sept. 1876.....	Ridge Road.
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ROCKWELL SCHOOL.

(Rockwell st., corner of Bond.)

Lemira W. Hughes.....	Nov. 1865	51 Eagle st.
Jannette F. Jackson	Sept. 1873.....	52 Prospect st.
Hannah K. James.....	Sept. 1872.....	203 Franklin st.
Lizzie A. Whitaker.....	Jan. 1874.....	440 Superior st.
Carrie Lawrence	Jan. 1863.....	63 Chestnut st.
Hettie E. Wells.....	Jan. 1870.....	364 Superior st.
Mary C. C. Lane.....	May 1847	19 Rockwell st.
Nancy T. Wolverton.	Sept. 1870.....	364 Superior st.
Annie E. White.....	Sept. 1857	126 Brownell st.
Mary E. LaFrance.....	Apr. 1874.....	427 Superior st.
Mary H. Gale.....	Mar. 1859	147 Lake st.
Eva M. Hill.....	Sept. 1876.....	1556 Cedar ave.
Zerelda Martin.....	Apr. 1874.....	427 Superior st.
Sue Whitney.	Sept. 1873.....	427 Superior st.
Nellie M. Chase.....	Jan. 1871.....	163 St. Clair st.
Anna M. Chase.....	Sept. 1871.....	163 St. Clair st.
Olie A. Butler.....	Sept. 1874	18 Lake st.
Clara S. Ruffini.....	Sept. 1874	111 Woodland ave.

SPECIAL GERMAN.

Therese Kirchberger	Sept. 1872	45 Euclid ave.
Barbara Hartrath *.....	Sept. 1871.....	158½ Prospect st.

* Employed also in Brownell School.

ST. CLAIR SCHOOL.

(St. Clair st., between Dodge and Perry streets.)

Anna Rearden	May 1851.....	61 Huntington st.
Alice A. Worfolk.....	Sept. 1867.....	548 Superior st.
Clara M. Umbstaetter.....	Sept. 1871	134 Lake st.
E. Frank Brainard.....	Apr. 1871	10 Nevada st.
Jennie T. Ford	Sept. 1876.....	16 Walnut st.

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Clara S. Griffith.....	Sept. 1873	38 Erie st.
Ada B. Johnson.....	Sept. 1875	52 Sumner st.
Nora Evans	Nov. 1865	132 Dodge st.
Louisa Wageman.....	Sept. 1872	162 Lake st.
Emma C. Johnson	Jan. 1875	132 Huntington st.
Lizzie F. Keys.....	Sept. 1874	49 Cheshire st.
Laura M. Seiger	Sept. 1874	287 Scovill ave.
Hattie M. Sanborn.....	Feb. 1856	67 Seneca st.
Lizzie L. Allen.....	Sept. 1868	180 Prospect st.
Becky J. Hawkins.....	Jan. 1873	13 Perry st.
Mattie Evans.....	Sept. 1869	132 Dodge st.
Lena Heimerdinger	Apr. 1876	10 Garden st.

SPECIAL GERMAN.

Karl F. Preuss*.....	Sept. 1872.....	319 Perry st.
L. F. Wilhelm*.....	Sept. 1871.....	10 Siegel st.

* Employed also in Case School.

SOUTH SCHOOL.

(Richardson st., between Barkwell ave. and Harmon st.)

Lydia E. Cahoon	Sept. 1875	2062 Broadway.
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STERLING SCHOOL.

(Sterling ave., between Cedar ave. and Sibley street.)

Ellen G. Reveley.....	Sept. 1865.....	1019 Forest st.
Sarah R. Saunders	Sept. 1867.....	358 Prospect st.
Addie B. Guthrie.....	Jan. 1860.....	76 Sibley st.
Kate Piper	Sept. 1865	262 Sibley st.
Carrie P. Sked	Apr. 1866	28 Granger st.
Eva Brokenshire.....	Sept. 1872.....	261 Scovill ave.
Anna S. Hutchinson	Sept. 1871.....	993 Forest st.
Flora P. Copeland.....	Sept. 1871.....	180 Prospect st.
Ellen M. Burr	Sept. 1875	306 Perry st.
Julia Lowe	Jan. 1876	238 Perry st.
Jeannette L. Moody	Nov. 1872.....	1114 Forest st.
Julia E. Miller.....	Sept. 1869.....	252 Prospect st.
Marie Kitzsteiner	Sept. 1873.....	249½ Woodland ave.
Anna E. Giddings	Apr. 1876.....	15 Walnut st.
Mary Quintrell	Aug. 1857.....	196 Cedar ave.
Alice R. Davis	Mar. 1875.....	34 Granger st.
Selma G. Krehbiel.	Sept. 1875	107 Osborn st.
Jennie Radcliffe.....	Nov. 1872.....	92 Cedar st.

LIST OF TEACHERS,

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NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Eva V. Whitcombe.....	Jan. 1873.....	80 Cedar st.
Mary B. McCoy.....	Sept. 1875.....	302 Sterling ave.
Nellie V. Gear.....	Sept. 1876.....	8 Greenwood st.
Emma C. Davis.....	Jan. 1873.....	756 Olive st.
Edith S. Piper.....	Oct. 1873.....	262 Sibley st.
Julia A. Beebe.....	Sept. 1868.....	252 Perry st.
Lena A. Roeder.....	Jan. 1876.....	80 Huron st.

SPECIAL GERMAN.

Joseph Krug.....	Apr. 1872.....	65 Linden st.
Lina A. Riesterer*.....	Sept. 1871.....	20 Irving st.

* Employed also in Outhwaite School.

TREMONT SCHOOL.

(College st., at intersection of Tremont and Pelton avenues.)

Mary E. Spencer.....	Oct. 1874.....	65 Jennings ave.
Esther A. Spencer.....	May 1874.....	65 Jennings ave.
Lena M. Bowman.....	Sept. 1873.....	87 Merchants ave.
Clara C. Trowbridge.....	May 1871.....	33 Jennings ave.
Mary L. Peterson.....	May 1868.....	87 Merchants ave.
Emma A. Holbrook.....	Sept. 1873.....	82 Merchants ave.
Catharine Cassebohm.....	Sept. 1875.....	353 Hamilton st.
Mira J. Slawson.....	Sept. 1868.....	42 Pelton ave.
Olivia M. Cramer.....	May 1872.....	16 Jennings ave.
Ella C. Holbrook.....	Sept. 1873.....	82 Merchants ave.
Hedwig Leick.....	Sept. 1875.....	33 Myrtle st.
Mary E. Slawson.....	Nov. 1868.....	42 Pelton ave.
Tillie C. Amos.....	Nov. 1872.....	58 Castle ave.
Ilda von Konigslow.....	Feb. 1875.....	21 Jennings ave.
Florida A. Benjamin.....	Jan. 1875.....	87 Merchants ave.
Emma J. Spencer.....	Sept. 1876.....	65 Jennings ave.
M. Nellie Andrews.....	Oct. 1876.....	19 Florence st.
E. Minnie Nunn.....	Jan. 1866.....	155 N. Huntington st.

SPECIAL GERMAN.

Helene M. Schulz.....	Sept. 1875.....	70 Merchants ave.
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UNCLASSIFIED SCHOOL.

(Corner of Marion and Sked streets.)

Hiram Sapp.....	Mar. 1876.....	1637 Cedar ave.
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UNION MILLS SCHOOL.

(Corner of Union st. and Woodland Hills avenue.)

Sallie M. Sisson.....	Sept. 1873.....	2274 Gaylord st.
Myra E. Christian.....	Sept. 1875.....	1943 Miles ave.

WADE AND WALTON SCHOOLS.

(Wade School—Corner Wade and Mill street; Walton School—Corner Walton and Rhodes avenues; Erin School—Corner Erin and Hitchcock streets.)

NAMES OF TEACHERS.	DATES OF EMPLOYMENT.	CITY RESIDENCES.
Mary E. Comstock.....	Sept. 1871.....	52 Moore st.
Lottie E. Palmer.....	Nov. 1873.....	26 Church st.
Flora Kahnheimer.....	May 1873.....	300 Pearl st.
Emily O. Wucherer.....	Apr. 1870.....	35 Barber ave.
Alta Dean.....	Sept. 1875.....	27 Kinkle st.
Eva M. Eglin.....	Jan. 1873.....	Cor. Jennings and Clark aves.
Carrie Osborne.....	Oct. 1876.....	843 Logan st.
Lizzie B. Miller.....	Sept. 1870.....	19 Queen st.
Emma Brown.....	Sept. 1870.....	34 Jay st.
Anna Karger.....	Sept. 1876.....	119 Orange st.
Susie Foote.....	Sept. 1873.....	303 Pearl st.
Bertha Arndt.....	Oct. 1876.....	160 Auburn st.

SPECIAL GERMAN.

Albert Pretzer*.....	Sept. 1876.....	987 Scranton ave.
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* Employed also in Hicks School.

WALNUT SCHOOL.

(Corner of Sawyer and Walker streets.)

Percie A. Trowbridge.....	Aug. 1874.....	— Harvard st.
Celia E. Clement.....	Aug. 1874.....	2624 Broadway
Pamela H. Manter.....	Aug. 1874.....	1965 Miles Park
Mary B. McLean.....	Aug. 1874.....	2537 Broadway
Susan A. Dillin.....	Aug. 1874.....	2467 Broadway
Ella C. Freeman.....	Oct. 1875.....	2467 Broadway
Hattie I. Betts.....	Sept. 1870.....	194 Cedar st.
Ida May Lockwood.....	Aug. 1874.....	— Warner road
Phebe S. Freeman.....	Oct. 1874.....	2467 Broadway
Jennie E. Morton.....	Apr. 1876.....	1947 South Park
Addie Morton.....	Aug. 1875.....	1947 South Park

WARREN SCHOOL.

(Warren street, between Solon and Martin streets.)

Mary J. Johnston.....	Jan. 1855.....	9 Cheshire st.
Lovilla E. Hulbert.....	Jan. 1870.....	845 Broadway
Mattie E. Rose.....	Sept. 1873.....	303 Perry st.
Celia Ballou.....	Apr. 1869.....	67 Petrie st.
Florence A. DeVelling.....	Jan. 1875.....	37 Eagle st.
Anna C. Mueller.....	Sept. 1876.....	177 Broadway

LIST OF TEACHERS.

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Ella J. Yost.....	Sept. 1876.....	360 Perry st.
Anna F. Landa.....	Sept. 1874.....	74 Erie st.
Ella F. Burnham.....	Sept. 1874.....	74 Erie st.

WASHINGTON SCHOOL.

(On Detroit street, corner of St. Paul.)

Maggie E. Stewart.....	Apr. 1873.....	182 Clinton st.
Nettie L. Wells.....	Sept. 1874.....	600 Columbus st.
Anna C. Berger.....	Sept. 1876.....	247 Erie st.
Alta L. French.....	Sept. 1875.....	63 Courtland st.
Rania E. Bigalow.....	Sept. 1873.....	10 Harbor st.
Lillie M. Bailey.....	Sept. 1875.....	182 Clinton st.
Cora N. Jackson.....	Nov. 1873.....	18 Church st.
Hattie E. Chamberlin.....	Apr. 1872.....	237 Washington st.
Olive L. Smith.....	Apr. 1865.....	108 Hanover st.
Ella B. Dexter.....	Apr. 1873.....	15 Ann st.
Emily A. Shotter.....	Apr. 1872.....	186 Clinton st.

WOODLAND SCHOOL.

(Woodland avenue, between Tennyson and Herschner streets.)

Frances A. French.....	Sept. 1875.....	1243 Forest st.
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SUPERVISING CORPS.

SUP. PRINCIPAL OF FIRST DISTRICT.

H. M. James.....	Sept. 1864.....	666 Case ave.
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SUP. PRINCIPAL OF SECOND DISTRICT.

L. W. Day.....	April 1868.....	235 Detroit st.
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PRIMARY INSTRUCTION.

Harriet L. Keeler.....	Sept. 1871.....	360 Superior st.
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GERMAN.

Louis R. Klemm.....	Dec. 1870.....	28 Linden st.
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SPECIAL TEACHERS.

MUSIC.

N. Coe Stewart.....	Sept. 1860.....	26 Jennings ave.
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DRAWING.

Frank Aborn.....	Sept. 1872.....	76 Michigan st.
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PENMANSHIP.

A. P. Root.....	Sept. 1867.....	127 Lake st.
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GYMNASTICS.

Ernst Mueller.....	Sept. 1876.....	West Cleveland, Ohio
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PROGRAMMES.

SUPERVISING PRINCIPAL, FIRST DISTRICT.

MondaySterling School	9:00 A. M.
"	.....Bolton School.....	1:00 P. M.
"	.....Office.....	5:00 P. M.
Tuesday	.....Walnut School	9:00 A. M.
"	.....North School.....	11:00 A. M.
"	.....Warren School	1:00 P. M.
"	.....Office	5:00 P. M.
Wednesday	.....Outhwaite School	9:00 A. M.
"	.....Mayflower School	12:00 M.
"	.....St. Clair School	2:00 P. M.
"	.....Case School	4:00 P. M.
"	.....Office.....	5:00 P. M.
Thursday	.....Walnut School	9:00 A. M.
"	.....North School	11:00 A. M.
"	.....Sterling School	4:00 P. M.
"	.....Office.....	5:00 P. M.
Friday	.....St. Clair School	9:00 A. M.
"	.....Case School	12:00 M.
"	.....Outhwaite School	2:00 P. M.
"	.....Mayflower School	4:00 P. M.
Saturday	.....Office.....	10:00 to 12:00 M. and 3:00 to 5:00 P. M.

SUPERVISING PRINCIPAL, SECOND DISTRICT.

Monday	.....Kentucky School	9:00 A. M.
"	.....Brownell School	2:00 P. M.
"	.....Rockwell School	4:00 P. M.
"	.....Office.....	5:00 P. M.
Tuesday	.....Kentucky School	9:00 A. M.
"	.....Washington School	12:00 M.
"	.....Orchard School	2:00 P. M.

SUP. PRIN. SECOND DISTRICT—CONTINUED.

Tuesday	.....Hicks School.....	4:00 P. M.
"	.....Office.....	5:00 P. M.
Wednesday	.....Brownell School.....	9:00 A. M.
"	.....Rockwell School.....	12:00 M.
"	.....Tremont School.....	2:00 P. M.
"	.....Wade School.....	4:00 P. M.
Thursday	.....Kentucky School.....	9:00 A. M.
"	.....Orchard School.....	12:00 M.
"	.....Washington School.....	2:00 P. M.
"	.....Office.....	5:00 P. M.
Friday	.....Tremont School.....	9:00 A. M.
"	.....Hicks School.....	12:00 M.
Saturday	.....Office.....	10:00 A. M.

SPECIAL SUPT. OF GERMAN INSTRUCTION.

Monday	.. .. .Rockwell and Brownell.....	9:00 A. M.
"	.....Normal.....	11:00 A. M.
"	.....Orchard and Kentucky.....	2:00 P. M.
"	.....Office.....	4:00 P. M.
Tuesday	.....St. Clair and Case.....	9:00 A. M.
"	.....Normal.....	11:00 A. M.
"	.....Bolton, East High, and Euclid.....	12:00 M.
Wednesday	.....Mayflower and Warren.....	9:00 A. M.
"	.....Normal.....	11:00 A. M.
"	.....Eagle.....	2:00 P. M.
"	.....Office.....	4:00 P. M.
Thursday	.....Sterling and Outhwaite.....	9:00 A. M.
"	.....Normal.....	11:00 A. M.
"	.....Central High.....	12:00 M.
Friday	.....West High and Hicks.....	9:00 A. M.
"	.....Normal.....	11:00 A. M.
"	.....Tremont and Wade.....	2:00 P. M.
"	.....Office.....	4:00 P. M.
Saturday	.....Office.....	9:00 A. M.
"	.....Special meeting every two weeks.....	10:00 A. M.
"	.....General meeting every two weeks, alternating with the special meeting.....	2:00 P. M.

MUSIC MASTER.

Monday	Kentucky	9:10 A. M.
"	West High	11:20 A. M.
"	Normal	1:15 P. M.
"	St. Clair	2:00 P. M.
"	B. & W.	3:30 P. M.
Tuesday	East High	9:00 A. M.
"	B. & W.	10:00 A. M.
"	Central High	11:25 A. M.
"	Normal	1:15 P. M.
"	Brownell	2:00 P. M.
"	Sterling	3:30 P. M.
Thursday	Hickory, Orchard or Washington	9:00 A. M.
"	West High	11:20 A. M.
"	Normal	1:15 P. M.
"	Outhwaite	2:00 P. M.
"	Trenton	3:30 P. M.
Friday	East High	9:00 A. M.
"	Bolton, Fairmount or Euclid	9:55 A. M.
"	Central High	11:25 A. M.
"	Warren, Union Mills, North or Walnut	2:00 P. M.
"	Walnut	3:30 P. M.
Saturday	Other than general meetings, Teachers.	8:30 A. M.

Wednesdays, and time intervening, the above lessons given to supervision.

DRAWING MASTER.

Monday	Sterling, A Grammar	10:00 A. M.
"	Outhwaite, A Grammar	11:15 A. M.
"	Outhwaite, Teachers	12:00 M.
"	Bolton, A Grammar	1:45 P. M.
"	Bolton, Teachers	3:00 P. M.
"	Sterling, Teachers	4:15 P. M.
Tuesday	Orchard, Teachers	8:00 A. M.
"	Central High, A Class	9:10 A. M.
"	Brownell, A Grammar	10:00 A. M.
"	Normal	11:15 A. M.
"	Case, Teachers	12:00 M.
"	Brownell, Teachers	4:15 P. M.
Wednesday	Kentucky, Teachers	8:00 A. M.
"	Kentucky, A Grammar	9:00 A. M.

DRAWING MASTER—CONTINUED.

Wednesday	Wade, Teachers	12:00 M.
"	Warren, Teachers	3:00 P. M.
"	St Clair, Teachers	4:15 P. M.
Thursday	Hicks, Teachers	8:00 A. M.
"	Normal	9:10 A. M.
"	Rockwell, A Grammar	10:00 A. M.
"	St. Clair, A Grammar	11:00 A. M.
"	Mayflower, Teachers	12:00 P. M.
"	Rockwell, Teachers	4:15 P. M.
Friday	Washington, Teachers	8:00 A. M.
"	Central High, A Class	9:10 A. M.
"	Tremont, A Grammar	11:15 A. M.
"	Tremont, Teachers	12:00 M.
"	Walnut, A Grammar	2:30 P. M.
"	Walnut Teachers	4:15 P. M.
Saturday	Central High	9:00 A. M.

 WRITING MASTER.

WEEKLY APPOINTMENTS.

Monday	Bolton	9:00 A. M.
"	Sterling	10:30 A. M.
"	Normal	11:15 A. M.
"	Brownell	2:00 P. M.
"	Outhwaite	3:00 P. M.
Tuesday	Kentucky	9:00 A. M.
"	Tremont	11:15 A. M.
"	St. Clair	3:00 P. M.
Wednesday	Sterling	9:00 A. M.
"	Rockwell	10:30 A. M.
"	Normal	11:15 A. M.
"	Walnut	2:00 P. M.

MONTHLY APPOINTMENTS.

1st Thursday	Sterling	A. M.	Hicks	P. M.
2nd "	Mayflower	A. M.	Rockwell	P. M.
3rd "	Kentucky	A. M.	Wade	P. M.
4th "	Fairmount, Bolton and Euclid	A. M.	Garden and Warren	P. M.
1st Friday	West High and Central	A. M.	East High	P. M.
2d "	Case	A. M.	Washington	P. M.
3d "	Brownell	A. M.	Outhwaite	P. M.
4th "	Orchard	A. M.	Tremont	P. M.

Organization of Board of Education,
AND MANUAL.

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1876-7.

Board of Education.

1876-7.

MEMBERS.

Wards.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS.....	1877.....	158 Superior Street.
2....	DR. D. B. SMITH.....	1878.....	68 Bond Street.
3....	WILLIAM J. AKERS	1877.....	Union Pass. Depot.
4....	E. M. HESSLER.....	1878.....	38 Garden Street.
5....	A. MEHLING	1877.....	674 Superior Street.
6....	M. G. WATTERSON.....	1878.....	657 Case Avenue.
7....	THOMAS A. STOW.....	1877.....	188 Case Avenue.
8....	ANTHONY BURKE.	1878.....	18 Herman Street.
9....	J. M. FERRIS.....	1877.....	110 Hanover Street.
10....	A. G. HOPKINSON.....	1878.....	343 Franklin Street.
11....	G. W. LEIBLEIN.....	1877.....	56 Lorain Street.
12....	F. MUHLHAUSER	1878.....	92 Vega Avenue.
13....	FELIX NICOLA	1877.....	53 Jennings Avenue.
14....	O. F. RHOADES.....	1878.....	991 Broadway.
15....	F. M. SANDERSON.....	1877.....	1012 Woodland Avenue.
16....	A. K. SPENCER.	1878.....	1253 Euclid Avenue.
17....	S. M. STRONG.....	1877.....	1394 Euclid Avenue.
18....	DR. J. D. JONES.....	1878.....	1936 Hamilton Street.

Organization of the Board.

FOR 1976-7.

OFFICERS OF THE BOARD.

PRESIDENT,

M. G. WATTERSON.

CLERK,

T. R. WHITEHEAD.

SUPERINTENDENT OF INSTRUCTION,

A. J. RICKOFF.

SUPERINTENDENT OF BUILDINGS,

CHARLES WHITAKER.

STANDING COMMITTEES.

1876-7.

FINANCE	NICOLA, STOW, AKERS.
JUDICIARY	SPENCER, NICOLA, LEIBLEIN.
REPAIRS	AKERS, DR. SMITH, MEHLING.
SUPPLIES	CHILDS, MEHLING, RHOADES.
SCHOOL BUILDINGS.....	SANDERSON, STOW, MUHLHAUSER.
INSURANCE	JONES, STRONG, HOPKINSON.
CLAIMS AND AUDITING.....	RHOADES, BURKE, FERRIS.
NORMAL SCHOOL.....	STOW, HESSLER, DR. SMITH.
TEACHERS	FERRIS, NICOLA, STOW.
SALARIES	STRONG, FERRIS, MUHLHAUSER.
TEXT BOOKS AND COURSE OF STUDY.....	HOPKINSON, SPENCER, JONES.
MUSIC, PENMANSHIP AND DRAWING.....	MUHLHAUSER, SANDERSON, JONES.
BOUNDARIES.....	BURKE, DR. SMITH, SANDERSON.
DISCIPLINE	MEHLING, JONES, AKERS.
LIBRARY	DR. SMITH, AKERS, NICOLA.
RULES AND REGULATIONS.....	LEIBLEIN, HOPKINSON, STRONG.
PRINTING	HESSLER, CHILDS, BURKE.
CENTRAL HIGH SCHOOL.....	CHILDS, HESSLER, RHOADES.
WEST HIGH SCHOOL.....	LEIBLEIN, MUHLHAUSER, FERRIS.
EAST HIGH SCHOOL.....	SPENCER, STRONG, SANDERSON.

BOARD OF EXAMINERS OF TEACHERS.

1878-7.

Members.	Term Expires.	Members.	Term Expires.
J. H. RHODES.....	1878.	H. AHLRICHS.....	1879.
ADOLPH GEUDER.....	1878.	ANDREW J. RICKOFF.....	1877.
ALANSON G. HOPKINSON.	1879.	LEWIS W. FORD.....	1877.

OFFICERS OF THE BOARD.

PRESIDENT,
A. G. HOPKINSON.

SECRETARY,
A. J. RICKOFF.

COMMITTEE ON ENGLISH EXAMINATIONS.

L. W. FORD, J. H. RHODES, A. J. RICKOFF.

GERMAN EXAMINATIONS.

A. GEUDER, H. AHLRICHS, J. H. RHODES.

RULES OF THE BOARD.

ORGANIZATION.

RULE 1. On the third Monday in April of each year the Board shall elect, by ballot, a President, a Clerk, and a Superintendent of Buildings.

DUTY OF THE PRESIDENT.

RULE 2. It shall be the duty of the President to preside at all sessions of the Board ; to maintain order ; to enforce the rules, and to appoint all standing and all special committees, unless their appointment is otherwise provided for.

RULE 3. He shall see that due notice is given to the Board of all the requirements of the laws enacted by the General Assembly of the State of Ohio for the establishment and regulation of the schools of the City of Cleveland, or in any way affecting them. He shall annually make report according to law, and shall perform such other duties as may by custom, by law, or by the Rules of the Board, devolve upon him.

RULE 4. In the absence of the President a President *pro tempore* shall be chosen.

DUTIES OF THE CLERK.

RULE 5. It shall be the duty of the Clerk to attend all sessions of the Board ; to keep an accurate record of the proceedings at such sessions, in a book kept for that purpose, and index the same. This index shall contain among its captions the following headings :

I. *Resolutions*, giving current number, object, date and page of record.

II. *Reports*, with separate headings for each standing committee and each officer, and one heading for special committees jointly, giving current number, object, date and page of record.

III. *Rules*, giving current number, object, date and page of record.

IV. *Contracts*, giving current number, object, date and page of record.

SALARIES AND BILLS.

RULE 6. It shall be his duty to report, on bill nights, a list of the teachers employed by the Board and their respective salaries, certified by the Superintendent of Instruction; a list of janitors employed by the Board and their respective salaries, certified by the Superintendent of Buildings; also, a list of such bills as may have been certified by the committee contracting the same and audited by the Committee on Claims and Auditing, and when ordered paid by the Board, to properly number and file the same, with the reports and communications that are accepted by the Board, and to draw warrants upon the City Treasurer for the amount due in favor of the payees of all such salaries and bills; to number said warrants to correspond with the bills filed, and when signed by the President, to countersign the same; to keep safely, in such place as may be directed, all books, documents and papers belonging to the School Department; to keep separate account of all receipts and expenditures for Tuition, Incidentals and Construction, and report to the Board the condition of the accounts whenever required.

DISBURSEMENT OF SUPPLIES.

RULE 7. It shall be his duty to disburse, under the direction of the Committee on Supplies, upon the requisition of the Principal of the Schools, when found actually needed, or on the order of the Superintendent of Instruction, all such supplies as may be allowed by the Board, and keep a separate account thereof with each school and district.

NOTICE OF SPECIAL MEETINGS.

RULE 8. It shall be his duty to notify members of the Board of special meetings called according to the rules.

NON-ATTENDANCE OF MEMBERS.

RULE 9. It shall be his duty at each regular meeting to report, immediately after the approval of the minutes, the name of every member who has been absent, without leave of the Board, from four successive sessions, either regular or special.

BUSINESS RECORD.

RULE 10. It shall be his duty to keep a regular docket, and place upon the same all reports due at certain periods, pursuant to the rules and resolutions of the Board. He shall likewise place upon the docket all resolutions, reports, applications and communications which are referred to committees or officers, whether such reference is made with or without instruction for reporting an opinion, for action, or with power to act, and he shall keep all such matters referred upon the docket until the same are disposed of by report and action of the Board, or by default.

NOTICE TO COMMITTEES.

RULE 11. The Clerk shall, when any application, resolution, proposition, or other business has been referred to a committee, either standing or special, within a reasonable time thereafter, notify the chairman of such committee, in writing, of such reference, furnishing him with an extract of the subject matter thereof and with such books, maps, plats and documents in the possession of the Board as such reference may require.

COMMITTEE MEETINGS.

RULE 12. The Clerk shall call committees together when requested to do so by their respective chairmen.

COPIES OF RULES FOR SUPERINTENDENT.

RULE 13. The Clerk shall furnish the Superintendent of Instruction, for the Supervising Principals and Principals of Schools, copies of all rules and resolutions for the regulation of the schools, immediately after their adoption by the Board.

INVENTORY AT CLOSE OF TERM.

RULE 14. Within two weeks after the close of each term the Clerk shall submit to the Board a consolidated inventory of the furniture and supplies on hand in each and all the school buildings under the control of the Board.

RULE 15. It shall be the duty of the Clerk to keep an "Insurance Book," which shall show:

1st. The name of the building insured, or the name of the building in which property insured is contained.

2d. Name of the company insuring.

3d. Amount insured.

4th. Rate.

5th. Premium.

6th. Date of policy.

7th. Expiration.

The insurance on each building shall be kept on a page separate from all other insurance.

ANNUAL REPORTS.

RULE 16. It shall be the duty of the Clerk, annually, on or before the 15th day of September, to prepare and present to the Board a detailed statement of all receipts and expenditures for school purposes, including a separate account of the expenditures for each school district, for building, repairs, furniture, apparatus, stationery and supplies of all kinds. He shall, in accordance with Sections 78 and 79 of the laws for the re-organization and maintenance of common schools, passed May 1st, 1873, annually cause to be taken an enumeration of all the unmarried

youth between five and twenty-one years of age, residing in the several wards or school districts of the city, and, on or before the second Monday of October, certify the same to the Auditor of Cuyahoga County, according to the full requirements of said law.

He shall also, on or before the first day of October, annually, prepare and place in the hands of the Superintendent of Instruction, for said report, a tabular statement of all the school property of the city, said statement to be modeled after Table XII in the Annual Report of the Board for 1872-3; also a comparative statement of expenditures such as Table XII in the Annual Report of the Board for 1871-2.

OFFICE HOURS.

RULE 17. He shall devote himself exclusively to the duties of his office as prescribed by law, by these Rules, or as may be imposed by the Board; and he shall keep his office open and be present thereat from 9 A. M. till 12 M., and from 2 P. M. till 6 P. M.

APPOINTMENT OF STANDING COMMITTEES.

RULE 18. At the first meeting after his election the President shall appoint, unless otherwise directed by the Board, the following Standing Committees, consisting of three members each, of whom the first named shall be the chairman:

On Finance; Judiciary; Repairs; Supplies and Janitors; School Buildings; Insurance; Claims and Auditing; Teachers; Salaries; Text Books, Course of Study and Apparatus; Music, Penmanship and Drawing; Boundaries and Statistics; Discipline; Library; Rules and Regulations; Printing; Central High School; West High School; East High School; and Normal School.

DUTIES OF STANDING COMMITTEES.

On Finance.

RULE 19. The Committee on Finance shall have general supervision of the school funds and accounts, and keep the Board at all times accurately informed of the condition thereof, so as to guard against any contracts or expenditures which may exceed the revenue of the year. They shall estimate and report to the Board annually, and at least two weeks before the time prescribed for the certificate by this Board to the County Auditor, what tax is necessary for school purposes, stating in detail their estimate for every purpose. They shall see that all school moneys, credits, securities, due or belonging to the Board, are faithfully collected, kept and accounted for, that the books and accounts of the Board are properly kept, and make to this Board a report of the condition of our finances every three months.

On Judiciary.

RULE 20. The Committee on Judiciary shall consider and report upon all questions that may be referred to them by the Board not properly coming under the jurisdiction of any other committee.

On Repairs.

RULE 21. It shall be the duty of the Committee on Repairs to see that the school buildings, out buildings, fences, etc., under the control of this Board are kept in good condition; that they are kept well painted, neat and clean; that the grounds attached to the school buildings are properly taken care of; and they shall recommend to the Board such improvements as may seem necessary, provided the outlay required shall exceed fifty (50) dollars, otherwise, they may order the work done at their discretion.

On Supplies and Janitors.

RULE 22. It shall be the duty of the Committee on Supplies and Janitors to report a list of articles necessary and proper, as supplies for the schools, and a fair tariff or scale for

the distribution thereof, and to see that such tariff as the Board may adopt is strictly enforced. At the close of the schools every year they shall require of the principal teacher of every school an inventory of the supplies remaining on hand, and report to the Board a statement of the consumption of supplies in each school during the year, and a comparison of each with the previous year.

They will direct the Superintendent of Buildings to purchase such supplies as may be allowed by the Board and direct him in the distribution thereof.

RULE 23. They shall have general supervision over all the Janitors, see that they perform their duties as herein described, or as they may impose, and report their action to the Board.

On School Buildings.

RULE 24. It shall be the duty of the Committee on Buildings to recommend the erection of new buildings when in their judgment the interests of the schools demand the same, advertise for plans, select the one best adapted to the want to be met, advertise for bids for construction; let the contract and superintend the work, all under the direction of the Board.

On Insurance.

RULE 25. It shall be the duty of the Committee on Insurance to keep the school buildings and out buildings insured at one-half their value; and the furniture, books, maps, plans, apparatus, etc., insured for two-thirds their real value, in companies concerning the solvency and safety of which there is no question; they shall not place, to exceed five thousand dollars, in any one company on one risk; they shall distribute the insurance as equally as possible among the various desirable companies, and effect it directly with the agents of said companies.

On Claims and Auditing.

RULE 26. It shall be the duty of the Committee on Claims and Auditing to examine monthly, and oftener if required,

every bill or claim presented to the Board for payment; to examine the Treasurer's and Secretary's books and accounts, and report thereon at the first regular sessions in January, April, July and October, and oftener if required; and no claim of any amount for money due from the Board is to be paid or settled until the same has been examined by them and submitted to the Board for its action thereon; and no officer connected with this Board shall pay any money (or sign any check, warrant or bond in lieu thereof) on any demand until it has been approved as above stated; but this section shall not extend to contracts expressly made by the Board; nor to bills amounting to less than fifty dollars, ordered by the Committee on Repairs, nor to bills of ten dollars and under, which are to be paid out of the contingent fund; but all bills paid on account of contracts, salaries, and from the contingent fund, shall be placed monthly before the Committee on Claims and Auditing, and examined by the same, and reported on at the next regular session of the Board. All certificates of committees on bills originating in contracts, shall designate the contract under which they originate, and refer to the date of record on which the same was approved by the Board.

RULE 27. All bills which are presented for auditing or payment to committees or officers of the Board, must be attached to a printed blank, which shall contain on the inside, the date of presentation, name of the party to whom payment is due, designation of merchandise or the kind of service rendered, the amount due, in numbers and words, the certificate of correctness of the proper authority, and a blank receipt, to be filled out and signed upon payment. The outside of each blank shall be appropriately headed, "Cleveland Public School Voucher," with the proper blank place marked for the year, the number of the voucher, the name of the receiver, the amount, and the signature of the Committee on Claims and Auditing.

RULE 28. All the bills presented for auditing shall be

countersigned by the proper committee or authority which gave the order for the same.

RULE 29. All bills audited shall be countersigned and marked with the current number by the Committee on Claims and Auditing, commencing each year with No. 1.

RULE 30. Separate bills shall be rendered for the furniture, repairs, and current expenses for each school.

On Teachers.

RULE 31. It shall be the duty of the Committee on Teachers to visit the schools as frequently as possible, that they may be enabled to judge the qualifications of teachers, and counsel the Superintendent to the best possible advantage in the discharge of his duties ; as far as may be they shall acquaint themselves personally with the work and degree of efficiency of each teacher recommended for promotion, or for an increase of salary, and at the last regular meeting of the Board but one, preceding the dismissal of the schools for the summer vacation, they shall submit the names of teachers who may have been nominated for re-employment, and at the same meeting they shall separately report the names of teachers who may have been recommended for advance of salary, as provided for in the rules prescribed for the regulation of salaries.

On Salaries.

RULE 32. It shall be the duty of the Committee on Salaries to prepare and to recommend to the Board on the first regular meeting in June, a list of salaries so graded as to fully compensate the Superintendents, Principals and various grades of teachers for the actual service rendered, having due regard to experience in teaching, time of service under the Board, and qualifications required ; also a list of salaries to be paid to janitors with reference to the duties required of each.

RULE 33. They shall, monthly, hold a meeting to consider the pay-roll, excuses of teachers for absence, tardiness, etc., and report to the Board such cases as may, in their opinion, de-

mand special action. It shall be their duty to certify to the monthly pay-roll, and the same shall not be ordered paid until thus certified.

On Text Books, Course of Study and Apparatus.

RULE 34. The Committee on Text Books, Course of Study and Apparatus shall have, in connection with the Superintendent, the general direction of the course of study, and the selection of the text books and apparatus to be used in the Public Schools, subject always to the sanction of the Board. Any change proposed in the course of study, or any proposition for the introduction of a new text book, shall be referred to this committee for consideration and report.

On Music, Penmanship and Drawing.

RULE 35. It shall be the duty of the Committee on Music, Penmanship and Drawing to acquaint themselves with the methods of instruction pursued in these branches in our schools, see how they compare with the best methods now in use, note the progress of the various classes in the different grades, advise with the Superintendent as to suggested changes and improvements, and from time to time report to the Board as they may deem it necessary, or as a report may be called for.

On Boundaries and Statistics.

RULE 36. It shall be the duty of the Committee on Boundaries and Statistics to revise the boundaries and proportions of districts, and report whenever changes may be advantageously made; to see that measures for taking the enumeration of youth and making returns of school statistics are properly executed, as required by law; and to assist them in the discharge of their duties, they shall have power to require the services of the Superintendent of Instruction.

On Discipline.

RULE 37. It shall be the duty of the Committee on Discipline to act upon all appeals and matters of discipline as to teachers or pupils, which may be referred to them.

RULE 38. Before any case of discipline or complaint against any teacher is brought before the Board, it shall in the first place, be presented to the Superintendent of Instruction ; from his decision an appeal may be taken to the Committee on Discipline, in which case, specifications must be in writing ; from their decision a final appeal may be taken to the Board, but no case shall be brought before the Board except by the mode thus prescribed.

On Library.

RULE 39. The Library Committee shall have general control of the Library, subject to the will of the Board of Education. They shall establish, subject to the approval of the Board of Education, rules and regulations for its management. They shall cause the Library to be closed and carefully examined and counted during the month of August, each year, and they shall report its condition to the Board of Education, at its last meeting in September, annually.

RULE 40. The Library Committee shall submit to the Board of Education at its last regular meeting in June, each year, the names of suitable persons to be elected by said Board of Education as Librarian and Assistant Librarians, for the coming year. And the Board of Education, at its last regular meeting in June, shall, by ballot, elect a Librarian and Assistant Librarians, whose terms of office shall commence September 1, and expire August 31, in each year. The Librarian shall perform his duties under, and by direction of, the Library Committee, as the Board of Education may direct. The Assistant Librarians shall be under the direction of the Librarian in the discharge of their duties.

RULE 41. It shall be the duty of the Committee on Library to examine, select and purchase such books for the Library as they shall decide to be placed on its shelves, subject to the approval of the Board of Education.

RULE 42. The Board of Education may appropriate, from time to time, a sum not to exceed, with the unexpended balance of the preceding appropriation, \$500, which the Library Committee may expend without further action of the Board of Education.

On Rules and Regulations.

RULE 43. It shall be the duty of the Committee on Rules and Regulations to consider and report upon any and all proposed additions to, and amendments of, the Rules of the Board, and the Regulations for the Public Schools, as to whether the same be in proper form, whether they conflict with any existing rules or regulations, and what change may be necessary to preserve the uniformity of the whole.

It shall also be their duty to report what rules may, in their judgment, be dispensed with, or should be added.

On Printing.

RULE 44. It shall be the duty of the Committee on Printing to report upon and conduct all contracts, accounts, or matters relative to printing authorized by the Board.

On High Schools and Normal School.

RULE 45. It shall be the duty of the Committees on the several High Schools, and on the Normal School, to visit the schools under their charge at least once in each term, and to make report of the condition of said schools, and they shall make a particular examination of the School Buildings and Grounds and report their condition to the Board, together with recommendations for such improvements or repairs as they may deem for the best interests of the schools, or for the protection of the school property.

DUTIES OF SUPERINTENDENT OF BUILDINGS.

RULE 46. It shall be the duty of the Superintendent of Buildings to take general charge of and to protect from injury and destruction, all property held by the Board.

RULE 47. He shall be the Executive Officer of the Board, and of the Committees on Repairs, Supplies and Janitors, and on School Buildings in all matters pertaining to school grounds and buildings, and such things as may be controlled by said Committees.

By Direction of the Board.

RULE 48. He shall perform such general or specific duties as may from time to time be assigned him by the Board.

Repairs.

RULE 49. He shall, under the direction of the Committee on Repairs, superintend all repairs, hire and have control of all workmen in the employ of the Board ; and purchase all materials used in making repairs or in construction, except when otherwise provided for by contract.

Supplies and Janitors.

RULE 50. He shall, under the direction of the Committee on Supplies and Janitors, purchase all supplies for the use of the schools, including school books for indigent pupils. He shall also, under the direction as above, employ, oversee, and direct the janitors of the various school buildings, and see that they perform the duties assigned them.

School Buildings.

RULE 51. He shall, under the direction of the Committee on School Buildings, and the Supervising Architect, if one be employed, superintend the construction of buildings, and report to said Committee as they may direct, and perform such other duties as they may assign him.

Inventory of Property.

RULE 52. The Superintendent of Buildings shall, soon after the close of each school year, call upon the clerk for an inventory of all the furniture, apparatus and effects in the various buildings, and report at the next session of the Board, together with an estimate of the present value of such property, and a

statement of its condition, its increase or loss, as compared with the previous year's inventory and estimate.

Attendance at Board Sessions.

RULE 53. He shall attend all sessions of the Board, and, when required, report such changes, repairs and improvements as he may deem to be for the interest of the Board to make, and he shall also report any neglect of duty on the part of workmen or janitors in the employ of the Board as he may think calls for special attention.

RULE 54. He shall give his entire time and attention to the performance of his duties to the Board as above, and shall keep a suitable conveyance to be used by him in the prosecution of said duties.

MEETINGS OF THE BOARD.

Regular Meetings.

RULE 55. The Board shall hold regular sessions every two weeks during the year.

Special Meetings.

RULE 56. Special meetings may be held at any time on the call of the President, or any two members of the Board, provided that due notice thereof be given to all the members. All meetings of the Board shall be open to the public.

Quorum.

RULE 57. A majority of all the members shall constitute a quorum.

RULES OF BUSINESS.

Order of Business.

RULE 58. At all regular meetings, after the calling of the Roll, and reading and disposing of the Minutes of the previous meeting, the order of business shall be as follows :

1. Communications.
2. Business of the Districts in the order of the Wards.

3. Reports of Committees, Standing and Special.
4. Special Orders.
5. Unfinished Business.
6. New and Miscellaneous Business.

PARLIAMENTARY RULES.

RULE 59. For the general transaction of business, the ordinary parliamentary rules shall be observed by the members and enforced by the President, and in case any disputed question shall arise, Cushing's Manual shall be taken as authority.

PRECEDENCE OF SUBSIDIARY QUESTIONS.

RULE 60. While a question is pending no motion shall be received but to adjourn, to lay on the table, for the previous question, to postpone to a certain day, to commit to a standing committee, to commit to a special committee, to amend, to postpone indefinitely; which several questions shall have precedence in the order in which they are arranged.

THE PRESIDENT TO HAVE A VOTE.

RULE 61. The President shall have a vote upon all questions, and whenever the vote shall be a tie, the motion pending shall be considered as lost.

APPEALS.

RULE 62. Any one member may appeal from the decision of the Chair, or call the "ayes and noes."

No Question to be Raised a Second Time, Except, Etc.

RULE 63. No question decided by the Board shall be raised again till after the next ensuing annual election of officers, unless leave to introduce the same be granted by a vote of the majority of all the members of the Board; but this rule shall not be so construed as to prevent a motion to reconsider, provided said motion is made during the same session, or that next succeeding the one at which the original action was taken.

RULE 64. No member shall speak longer than five minutes at any one time, nor more than once upon the same question, until all other members have had an opportunity to speak upon the same, unless by leave of the Board; nor shall he speak more than twice upon the same question, except by leave of the Board.

COMMUNICATION.

RULE 65. No communication from parties other than members or officers of the Board shall be received, except in writing, unless by special permission of a majority of all of the members.

RULES OF ACTION IN FINANCIAL MATTERS.

Auditing Accounts.

RULE 66. All accounts shall be certified by the Committee contracting the same, and audited by the Committee on Claims and Auditing before being acted upon by the Board; and to this end they shall be placed in the hands of the Clerk on or before the twentieth day of each month; and the time for the action of the Board thereon shall be at its first meeting in the succeeding month.

Contracting Bills.

RULE 67. No bills shall be contracted by any party except by the proper Committees, unless otherwise specially ordered by the Board; and no bills shall be audited by the Committee on Claims and Auditing, unless certified by the party contracting the same.

Majority of Entire Board Required for Appropriation of Money.

RULE 68. No appropriation of money out of the School or Contingent Fund shall be made, except on a vote of a majority of all of the members of the Board, and no resolution shall be adopted by the Board of Education, nor any order made, which contemplates or authorizes the expenditure of money, except for the payment of Pay Rolls, until the matter has first been

referred to the Committee on Finance, and a report in favor of such expenditure be received from said Committee, except as hereinbefore provided.

Increase of Salaries.

RULE 69. The salary of no officer, teacher or janitor, shall be increased, either directly or indirectly, during the year for which he or she may have been employed, except in case this Board requires services other than, and in addition to, those for which the party was appointed; nor, in any such case, unless the compensation of said extra service be fixed at the time of the action of the Board requiring the same.

ELECTION OF TEACHERS.

Annual Election.

RULE 70. The annual election of supervising principals, teachers and janitors, shall be held by this Board at its last regular meeting previous to the close of the schools for the summer vacation.

Certificates from the Board of Examiners to be Required.

RULE 71. No person shall be employed as a permanent teacher in any of the schools who shall not have first passed a satisfactory examination and received a certificate thereof from the Board of Examiners.

AMENDMENTS AND SUSPENSION OF RULES.

Suspending Rules.

RULE 72. In cases of emergency, the Rules for the regulation of the proceedings of the Board, or for the government of the schools, may be suspended by a vote of the majority of all the members of the Board.

Amendments.

RULE 73. Any addition to, or amendment of, the Rules of the Board, or of the Course of Study pursued in the schools, or of the regulations enacted for the government thereof, shall be presented in writing at some regular meeting, and except pro-

posals to change text-books, lie over at least two weeks from the time of its introduction, and then require a majority of all the members to pass the same, and the vote on such suspension shall be taken by the yeas and nays and entered on the journal.

Change of Text Books.

RULE 74. Any resolution proposing a change of text books used in the Public Schools, shall be referred to the Committee on Text Books, and shall not be acted upon in less than four weeks from the time of its introduction.

Rules as Amended to be Substituted for the Original Rule.

RULE 75. Whenever any one of the rules of the Board, or the Regulations of the Schools, shall be amended, the original rule shall be repealed, and the amended rule put in its place.

DUTIES OF SUPERINTENDENT OF INSTRUCTION.

To be the Executive Officer of the Board.

RULE 76. The Superintendent of Instruction shall be the Executive Officer of the Board, in all matters pertaining to instruction, and in the performance of his duties shall be governed by the following rules :

To Superintend the Work of Instruction, Etc.

RULE 77. In conformity with the course of study and timetables hereafter to be adopted, he shall direct, and, as far as possible, supervise the business of instruction in all the schools of this city. In so doing, he shall visit the schools as often as practicable, note the means by which their defects may be obviated and their efficiency promoted ; and if, under these rules, it be not within his power to apply the necessary remedies, he shall recommend to the Board such changes in the rules or such other measures as he may deem desirable, and report to the Committee on Teachers such changes in teachers, or recommend for promotion, as he may deem advisable, two weeks prior to the annual election, for the use of the Board.

To Prepare Blanks and Prescribe Rules for Reports.

RULE 78. He shall prepare a system of blanks for registers and reports, which shall show the duration of and degree of reg-

ularity in the attendance of pupils, and prescribe rules for the keeping and return of the same by the teachers. He shall inquire into and report, as far as can be, the causes of truancy and irregularity, and suggest the remedies thereof, which may to him seem feasible and proper.

To Inspect School Buildings and Report Condition Thereof.

RULE 79. He shall, from time to time, inspect the school buildings, furniture and apparatus, and report to this Board any defects in the same which may be calculated to impair the health of teachers and pupils, or interfere with the efficiency of the schools.

To Keep the Board Advised as to School Systems, Etc.

RULE 80. He shall keep himself and this Board informed in regard to the school systems of other cities, their plan of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools of Cleveland.

To Fix and Observe Office Hours.

RULE 81. He shall fix and observe at least one hour per day, out of school hours, for the business of his office, and the convenience of citizens who may have official business with him.

To Make Reports.

RULE 82. Annually, as soon as possible after the close of the schools for the summer vacation, he shall make a report of the schools, for publication with the report of the President and Clerk of the Board. In this report he shall give as particular a view as may be of the progress and condition of each and all the schools, and recommend such general measures as, in his judgment, may seem desirable for their improvement.

Teachers' Absences.

RULE 83. He shall report to the Board annually, at the first meeting after the session of the Teachers' Institute, the names of teachers who were not present at said Institute, and

the number of days absence in each case, together with the reason for such absences.

To Call Teachers' Meetings.

RULE 84. He shall meet the teachers at stated periods during term time, for the purpose of instructing them in the theory and practice of teaching, and the best means of governing their schools.

To Fill Vacancies and Make Temporary Arrangements.

RULE 85. It shall be the duty of the Superintendent to fill all vacancies occasioned by temporary illness or necessary absence of teachers, to make other temporary arrangements relative to the schools, which he may deem proper, and to report the same to the Board at its first subsequent meeting.

To Fix the Time, Mode and Standard of Examinations.

RULE 86. He shall fix the time and prescribe the mode of all examinations of pupils for promotion from class to class, and determine the conditions thereof, so that they may be equal and uniform throughout all the schools. In conducting said examinations, and in ascertaining their results, he may require the aid of such teachers as he may call upon for the purpose.

To Perform Other Duties Prescribed by the Board.

RULE 87. In addition to these duties he shall perform such others as may be enjoined upon him by the Board.

PAYMENT OF TEACHERS' SALARIES.

RULE 88. It shall be the duty of the Treasurer to pay teachers' salaries monthly at the City Treasurer's office in City Hall Building, on days fixed by the Board, in manner as follows: He shall enclose in an envelope, properly addressed, the amount due each teacher, as shown by the certified monthly pay roll, and deliver the same to the respective teachers at the time and place as above, with the least possible delay.

PARTS OF AN ACT

FOR THE RE-ORGANIZATION AND MAINTENANCE OF SCHOOLS, APPLYING TO CITIES OF THE FIRST CLASS.

Passed May 1, 1873, with Amendments to Date.

CHAPTER I.

CLASSIFICATION OF SCHOOL DISTRICTS.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio*, That the State is hereby divided into school districts, to be styled respectively city districts of the first class, city districts of the second class, village districts, special districts, and township districts.

SEC. 2. Each city having a population of ten thousand or more by the census of 1870, including the territory attached to it for school purposes, and excluding any territory within its corporate limits detached for school purposes, is hereby constituted a school district to be styled a city district of the first class.

SEC. 5. Municipal corporations hereafter created or advanced to a higher grade, shall, from and after their creation and advancement, be school districts corresponding to their grade as above provided.

CHAPTER II.

CITY SCHOOL DISTRICTS OF THE FIRST CLASS.

SEC. 9. The board of education of each city district of the first class shall consist of as many members as the city has wards, provided such district, at the time of the passage of this act, shall be organized under a general or local act requiring said

board to be so constituted ; otherwise the said board shall consist of twice as many members as the city has wards. The members of a board of education in a city district of the first class shall be residents of the district, and have the qualifications of electors therein.

SEC. 10. The board of education of any city district of the first class, consisting of one member from each ward, are hereby empowered to decide by a vote of a majority of the members of said board, that said board shall consist of twice as many members as the city has wards ; and in case said board shall so decide, they shall proceed to choose one member for each ward, who shall be residents of the district, and the members shall hold their office until the next annual election, and until their successors are elected and qualified ; and thereafter one member of the board of education shall be elected annually for each ward, as provided in section eleven of this act. And it shall be the duty of said board, as soon as they are organized under the provisions of this act, to ascertain whether the corporate limits are co-extensive with the limits of the said school district ; and in case said school district includes territory without the corporate limits, then said board is hereby required to make or cause to be made a plat of said territory so attached for school purposes, designating thereon by metes and bounds the ward or wards to which said territory for school purposes is to be hereafter attached ; which plat is to be recorded as a part of the proceedings of said board.

SEC. 11. At every annual election of city officers in each city constituted a city district of the first class by this act, there shall be elected in each ward of said city by the qualified electors thereof, one judicious and competent person to serve as a member of the board of education of such city district for two years from the third Monday in April succeeding his election, and until his successor shall be elected and qualified ; Provided, that any elector residing in the city district, but not in any ward

of the city, shall be entitled to vote in the ward to which he is attached by the board of education for school purposes, and that any elector residing in the city, but not in the city district, shall not be entitled to vote at any election provided for in this section ; provided further, that in each city district of the first class, in which the board of education consists of as many members as the city has wards, the election of members of the board of education in each ward shall be biennial ; the election in wards designated by odd numbers shall be in a year designated by an odd number, and the election in wards designated by even numbers shall be in a year designated by an even number.

SEC. 12. It shall be the duty of the judges and clerks of city elections, in the wards to which any territory beyond the city limits has been attached by the board of education for school purposes to have two separate ballot boxes and two sets of poll-books. The electors residing on such attached territory are hereby authorized to vote at all regular and special elections of such wards when members of the board of education are to be elected, provided, however, that such electors are to vote only for members of the board of education ; and the judges of said elections in such wards are hereby required to receive the ballots of the electors so residing on such attached territory, and deposit them in the ballot-box so provided for that purpose ; and it is hereby made the duty of the clerks of the said election to enter upon the separate poll-books provided for that purpose the names of such electors so voting for the members of the board of education. Said judges and clerks shall make due returns of such elections as provided by section thirteen of this act.

SEC. 13. The election provided for in section eleven shall be conducted by the judges and clerks of the city elections, and they shall make returns of such election to the board of education within five days from the time of holding such election.

SEC. 14. The board of education shall hold regular meetings once every two weeks, and such special meetings as they

may deem necessary; they shall have power to fill all vacancies that may occur in their own body until the next annual election; and shall have power to make such rules and regulations for their own government as they may deem necessary; provided such rules and regulations are consistent with the constitution and laws of the state.

CHAPTER VI.

PROVISIONS APPLYING TO ALL SCHOOL DISTRICTS.

SEC. 37. The several boards of education of all school districts now organized and established, and all school districts organized under the provisions of this act, shall be and they are hereby declared to be bodies politic and corporate, and as such capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing and disposing of property, both real and personal, and taking and holding in trust for the use and benefit of such districts any grant or devise of land, and any donation or bequest of money or other personal property; and of exercising such other powers and having such other privileges as are conferred by this act; provided, that whenever any board of education shall dispose of any property, real or personal, held by said board in their corporate capacity, exceeding in value three hundred dollars, said board shall sell the same at public auction after giving at least thirty days' notice thereof by publication in some newspaper of general circulation or by posting notices in five of the most public places in the district to which such property belongs.

SEC. 38. All conveyances made by a board of education shall be executed by the president and clerk thereof; and it shall be unlawful for any member of such board to have any pecuniary interest either direct or indirect in any contract of said board, or to be employed in any manner for compensation by the board of which he is a member except as clerk.

SEC. 39. All property real or personal, which has heretofore

vested in and is now held by any board of education, or town or city council, for the use of public or common schools in any district, is hereby vested in the board of education provided for in this act, having under this act jurisdiction and control of the schools in such district.

SEC. 40. A part or the whole of any school district may be transferred to an adjoining school district by the mutual consent of the boards of education having control of such districts; provided, that no such transfer shall take effect until a statement or map showing the boundaries of the territory transferred shall be entered upon the records of such boards, nor (except when the transfer is for the purpose of forming a joint sub-district,) until a copy of such statement or map, certified by the clerk of the board making the transfer, shall be filed with the auditor of the county in which the transferred territory is situated, and any person living within a district or part of the district so transferred shall have the right to appeal to the county commissioners as provided for in section fifty-nine of this act.

SEC. 41. Each board of education organized under any existing law, except township boards, shall reorganize on the third Monday of April after the passage of this act, and by vote or lot diminish the number of members, or by appointment increase the number, and determine, by vote or lot, the time each member of the board shall serve, so as to constitute the said board in strict accordance with the provisions of this act.

SEC. 42. Each person elected as a member of a board of education, or elected or appointed to any other office under this act, shall, before entering upon the duties of his office, take an oath or affirmation to support the constitution of the United States and of the State of Ohio, and that he will faithfully perform the duties of his office. The oath or affirmation may be administered by the clerk or any member of the board. A majority of the board of education shall constitute a quorum for the transaction of business; provided, that upon a motion to

adopt a resolution authorizing the purchase or sale of property, either real or personal, upon a motion to employ a superintendent, teacher or teachers, janitor or janitors, or other employe or employes (or to elect or appoint an officer), or upon a motion to pay any debt or claim, it shall be the duty of the clerk of said board to call, publicly, the roll of all the members composing the same, and to enter on the record authorized to be kept the names of those voting "aye," and the names of those voting "no;" and if a majority of all the members of said board shall have voted "aye," then the president shall declare the motion carried, and upon any motion or resolution any member of said board may demand the yeas and nays, and thereupon the clerk of said board shall call the roll and record the names of those voting "aye" and those voting "no." The proceedings of each board of education shall be kept in a book provided for that purpose, and shall be open to the inspection of any resident of the district, or other persons having a legal or official interest in such proceedings.

SEC. 43. In all cases of tie votes, at any election for members of the board, the judges of election shall decide the election by lot, and in other cases of failure to elect, or in case of a refusal to serve, the board shall appoint. All vacancies in any board of education arising from death, non-residence, resignation, expulsion, gross neglect of duty, failure of a person elected or appointed to qualify within ten days after the annual organization, or after his appointment, or otherwise, the board shall fill without delay until the next annual election, occurring not less than fifteen days after such vacancy, when a successor shall be elected to fill the unexpired term; provided, that any vacancy which may occur in a township board of education from any of the causes aforesaid, shall be filled by the election of a clerk by the local directors of the proper sub-district; and that in case of gross neglect of duty a member guilty of such neglect shall cease to be clerk of said sub-district, and a new election shall be held by the local directors thereof to fill such office.

SEC. 44. Each board of education shall organize on the third Monday of April in each year, by choosing a member of the board as a president, and a clerk, who may or may not be a member of the board; provided, that in each township district the clerk of the township shall be ex-officio clerk of the board. In each city district the treasurer of the city funds shall be ex-officio treasurer of the school funds of the school district, and in a township district the treasurer of the township funds shall be ex-officio treasurer of the school funds of such district, and in each village and special district the board of education shall choose its own treasurer; provided, that in the city districts of the first and second classes having no city treasurers other than the county treasurers, the boards of education of such city districts may choose their own treasurers, from their own number, who shall receive no compensation for their services.

SEC. 45. The clerk of each board of education shall execute a bond in an amount and with surety to be approved by the board, payable to the State of Ohio, conditioned that he shall faithfully perform all the official duties required of him. Said bond shall be deposited with the president of the board, and a copy thereof certified by said president shall be filed with the county auditor.

SEC. 46. Each school district treasurer or county treasurer, who is ex-officio treasurer of any school district, shall, before entering upon the duties of his office, execute a bond with sufficient security, in double the probable amount of money that shall come into his hands, payable to the State of Ohio, to be approved by the board of education, conditioned for the faithful disbursement, according to law, of all such funds as shall from time to time come into his hands. Said bond when so executed and approved shall be filed with the clerk of the board of education of said district, who shall immediately cause a certified copy thereof to be filed with the county auditor. Said treasurer shall report to the board of education within ten days

after his settlement with the county auditor, the amount of funds in his hands for school purposes.

SEC. 47. The said treasurer shall, annually, between the first and tenth day of September, settle with the county auditor for the preceding year, and account to him for all moneys received from whom and on what account, and the amount paid out for school purposes in his district; the auditor shall examine the vouchers for such payments, and, if satisfied with the correctness thereof shall certify the same, which certificate shall be prima facie a discharge of such treasurer; and at the expiration of his term of service said treasurer shall deliver over to his successor in office all books and papers, with all moneys or other property in his hands belonging to said district, and also all orders he may have redeemed since his last settlement with the county auditor, and take duplicate receipts of his successor therefor, one of which he shall deposit with the clerk within ten days thereafter; and for making such annual settlement with the county auditor he shall be entitled to receive the sum of one dollar and five cents per mile for traveling to and from the county seat, to be paid out of the county treasury on the order of the county auditor. In case the treasurer of any school district shall wilfully or negligently fail to make such annual settlement within the time as prescribed in this section, he shall be liable to pay a fine of fifty dollars, to be recovered in a civil action in the name of the State of Ohio; which amount, when collected, shall be paid into the county treasury, and shall be applied to the use of common schools in the proper school district; and it is hereby made the duty of the county auditor to proceed forthwith in case of such failure, by suit against such treasurer, before any justice of the peace of his county, to recover the penalty aforesaid.

SEC. 48. It shall be lawful for any surety or sureties of any treasurer of school funds in any school district organized under the provisions of this act, at any time to notify the board of edu-

cation of the proper district by giving at least five days' notice in writing that he or they are unwilling to continue as security for such treasurer, and will at a time therein named make application to said board of education to be released from further liability upon the bond of such treasurer; and shall also give at least three days' notice in writing to such treasurer of the time and place at which such application shall be made. It shall be the duty of the board of education upon such notice being given, to hear such application, and if in their opinion there is good reason therefor, they shall require such treasurer to give a new bond, conditioned according to law, and the sureties on said first bond shall be released and exonerated from further liability thereon; and thereupon said board of education shall require such treasurer to give a new bond conditioned according to law and to the satisfaction of said board of education, within such time as they may direct; and if such treasurer shall fail to execute such bond as aforesaid, the office shall be deemed vacant and shall be immediately filled as other vacancies in said office; but such original surety or sureties shall not be released or discharged until the filing of the new bond, or the expiration of the time allowed therefor; provided, that the cost of such application shall be paid by the person or persons making such application.

SEC. 49. The board of education may fix the compensation of the clerk and treasurer, but the allowance made to the treasurer shall not exceed one per centum of the money disbursed by him on orders from the board; provided, that the treasurer of a township district shall be allowed as his compensation one per centum on all school funds disbursed by him, to be paid on the order of the trustees of the township out of the township treasury; and that the treasurer of city funds shall be allowed no compensation unless otherwise provided for by law, for disbursing the school funds of the city districts.

SEC. 50. Each board of education shall establish a sufficient number of schools to provide for the free education of the youth of school age within the district, at such places as will be most convenient for the attendance of the largest number of such youth, and also may establish one or more schools of higher grade than the primary schools whenever they deem the establishment of such school or schools proper or necessary for the convenience or progress in studies of the pupils attending the same, or for the conduct and welfare of the educational interests of such district; and the board shall continue each and every day school established by them for not less than twenty-four nor more than forty-four weeks in each school year; provided, that each township board of education shall establish at least one primary school in each sub-district of their township; and the boards of education of the districts in which a "Children's Home" is or may be established under an act entitled "An act for the establishment, support and regulation of Children's Homes in the several counties of the state," etc., passed April 7, 1867, and in districts in which a County Infirmary is or may be located, when requested by the board of trustees of such "Children's Home," or the directors of such County Infirmary, are hereby authorized and required to establish in such Home or Infirmary a separate school, so as to afford to the children therein, so far as practicable, the advantages and privileges of a common school education; and such school shall be continued in operation each year until the full share of all the school funds of the township or district belonging to said children, on the basis of enumeration, shall have been expended; and all schools so established shall be under the control and management of the board of education or other school officers who have charge of the common schools of such district: Provided, that in the establishment of said schools the county commissioners of the county in which such "Children's Home" or County Infirmary may be established, shall provide the necessary school room or

rooms, furniture, apparatus and books, which they are hereby empowered to do; and provided further, that such boards of education shall incur no expense in supporting said schools except in the payment of the teachers.

SEC. 51. In any district composed in whole or in part of any city or incorporated village, the board of education may, at their discretion, provide a suitable number of evening schools for the instruction of such youth as are prevented by their daily vocations from attending day schools, subject to such regulations as said board, from time to time, may adopt for the government thereof. And in any district, except a township district, the board of education may, at their discretion, appropriate money from the local school funds for the purchase of books, other than school books, as said board may deem suitable for the use and improvement of the scholars and teachers of said district: Provided, that in no one year shall said appropriation exceed as follows, viz: In city districts of the first class, three hundred dollars; in city districts of the second class, one hundred and fifty dollars; and in other districts, seventy-five dollars; and all books so purchased shall constitute a school library, the control and management of which shall be vested in the board of education: Provided, that one-half of the amount above authorized may, at the discretion of such board of education, be expended in the purchase of philosophical or other apparatus, for the demonstration of such branches of education as may be taught in such schools.

SEC. 52. Each board of education shall determine the studies to be pursued and the text books to be used in the schools under their control, and no text book shall be changed within three years after its adoption without the consent of three-fourths of the members of the board of education given at a regular meeting; and it shall be the duty of the boards of education to cause the German language to be taught in any of the public schools of this State when demanded by seventy-five free-

to have the care of said school district representing not less than fifty per cent. shall in good faith desire and intend to study the German and English languages together: Provided, that nothing herein contained shall be construed as preventing said boards of education from causing the German or other languages to be taught in said schools: and provided further, that all schools taught in the common schools of this state shall be in the English language.

SEC. 34. The board of education of each school district shall have the management and control of the public schools of the district which are or may be established under the authority of this act, with full power in respect to such schools, to appoint a superintendent and assistant superintendents of the schools, a superintendent of buildings, teachers, janitors and other employees, and fix their salaries or pay, which salary or pay shall not be increased or diminished during the term for which the appointment is made: Provided, that no person shall be appointed for a longer time than that for which a member of the board of education is elected: and such board shall have power to dismiss any employee for inefficiency, neglect of duty, immorality or improper conduct: provided further, that in each township district the local directors shall employ or dismiss for sufficient cause the teacher or teachers of the school or schools in the sub-district in which they reside, and shall also have power to fix the salaries or pay of said teachers, which salaries or pay may be increased but not diminished in amount by the township board, and shall not in any year exceed in aggregate amount the school moneys distributed pro rata by enumeration, and the amount which shall be apportioned to such sub-district of the fund raised by local levy to continue the schools in session twenty-four weeks each year as required by law; and in case the local directors of any sub-district shall fail to employ a teacher or teachers as aforesaid, the township board of education shall employ a teacher or teachers for such sub-district school or schools,

and fix the salaries or pay of the same. The local directors shall certify the amount due any teacher for services, to the township clerk, who shall draw an order on the township treasury for the amount, when said teacher shall file with him this certificate, the term report prescribed by the state commissioner of common schools, together with such other reports as may be required by the rules of the board, and a copy of his or her certificate of qualifications from the county examiners, as required by section ninety-four of this act.

SEC. 54. The board of education of any district are hereby authorized and required to make such rules and regulations as they may deem expedient and necessary for the government of the board, their appointees and the pupils; and no meeting of a board of education not provided for by the rules of the board or by law, shall be legal unless all the members thereof shall have been notified, as provided in section thirty-one.

SEC. 55. The board of education of any district are hereby empowered to build, enlarge, repair and furnish the necessary school-houses, purchase or lease sites therefor, or rent suitable school-houses, and make all other necessary provisions for the schools under their control; and it shall be the duty of the local directors, under such rules and regulations as the township board of education may prescribe, to provide fuel for schools, build, enlarge, repair and furnish school-houses, purchase or lease sites therefor, rent school-houses, and make all other provisions necessary for the convenience and prosperity of the schools within their sub-districts; and the township board, in its corporate capacity, shall be held responsible for all contracts made by such local directors, when such contracts are made in accordance with the rules and regulations of said township board, or in accordance with any resolution thereof; provided, that whenever any board of education shall build, enlarge, repair or furnish a school house or houses, or make any improvement or repair provided for in this act, the cost of which will exceed

five hundred dollars, except in city districts of the first and second class, in which the cost shall not exceed fifteen hundred dollars, except in cases of urgent necessity, or for the security and protection of school property, said board shall proceed as follows :

1. Said board shall advertise for bids for the period of four weeks in some newspaper of general circulation in said district, and two if there are so many ; and if no newspaper is published therein, then by posting up such advertisements in three public places therein, which advertisement shall be entered in full by the clerk on the record of the proceedings of said board.

2. The bids, duly sealed up, shall be filed with the clerk by twelve o'clock at noon of the last day, as stated in the advertisement.

3. The bids shall be opened at the next meeting of the board, and publicly read by the clerk and entered in full on the records of the board.

4. Each bid shall contain the name of every person interested in the same, and shall be accompanied by a sufficient guarantee of some disinterested person, that if the bid is accepted a contract will be entered into and the performance of it properly secured.

5. If the work bid for embraces both labor and materials, each must be separately stated with the price thereof.

6. None but the lowest responsible bid shall be accepted, but the board may in their discretion, reject all the bids, or they may in their discretion, accept any bid for both labor and material, which shall be the lowest aggregate cost of such improvement or repairs.

7. Any part of a bid which is lower than the same part of any other, shall be accepted, whether the residue of the bid is higher or not, and if it is higher such residue shall be rejected.

8. The contract shall be between the board of education and the bidders ; and said board shall pay the contract price for

the work when it is completed, in cash, and may pay monthly estimates as the work progresses if they deem best.

9. If two or more bids are equal in the whole or any part thereof, and are lower than any others, either may be accepted, but in no case shall the work be divided between them.

10. When there is reason to believe that there is any collusion, or combination among the bidders, or any number of them, the bids of those concerned therein shall be rejected.

SEC. 56. Each board of education, at a regular or special meeting held between the third Monday in April and the first Monday in June of each year, shall determine by estimate as nearly as practicable, the entire amount of money necessary as a contingent fund to be expended for prolonging the several schools of the district, for the purchase of suitable sites for school houses ; for leasing, purchasing, erecting and furnishing school houses ; and for all other school expenses, not exceeding seven mills on the dollar of the taxable property of the district, as valued for taxation. And any board of education of any city district of the first class are hereby authorized to issue bonds to obtain or improve public school property, and in anticipation of income from taxes for such purpose levied or to be levied, may, from time to time, as occasion shall require, issue and sell bonds, under the restrictions and bearing the rate of interest specified in section sixty-three, and shall pay such bonds and the interest thereon when due, but shall so provide that no greater amount of such bonds shall be issued in any one year than would equal the aggregate of a tax at the rate of two mills, under this section for the year next preceding such issue ; provided, that the order of such board to issue such bonds, be made only at a regular meeting thereof, and by a vote of a majority of all the members of such board, taken by yeas and nays and entered on the journal of the board.

SEC. 57. The amount so estimated the board shall certify, in writing, on or before the first Monday in June in each year,

to the auditor of the county to which such district belongs, who shall thereupon assess the entire amount of such estimate upon all the taxable property of the district, and enter it upon the tax duplicate of the county, and the county treasurer shall collect the same at the same time and in the same manner as state and county taxes are collected; and when collected, he shall pay the same over to the proper school treasurer, upon a warrant from the county auditor.

SEC. 58. Said county treasurer, unless he receives a fixed salary, shall be entitled to receive one per centum on all moneys so collected by him for school purposes, and no more.

SEC. 59. If any board of education shall in any one year fail to estimate and certify the levy as required in this act, or to provide sufficient school privilege for all the youth of school age in the district, or to provide for the continuance of any school in the district for at least six months in the year, or to provide for such school an equitable share of school advantages as required by this act, or to provide a suitable school house or houses in each sub-district, it shall be the duty of the county commissioners of the county to which such district belongs, upon being advised and satisfied thereof, to do and perform any or all of said duties and acts, in as full a manner as said board of education are by this act authorized to do and perform the same; and the members of said board causing said failure, shall be each severally liable in a penalty not exceeding fifty dollars, nor less than twenty-five dollars, to be recovered in a civil action in the name of the State of Ohio, upon complaint of any elector in said district, which sum shall be collected by the prosecuting attorney of said county, and when so collected shall be paid into the treasury of said county for the benefit of the school or schools of said district.

SEC. 64. The board of education of any school district may contract with the board of any adjacent district for the admission of pupils into any school in such adjacent districts, and the

expense so incurred shall be paid out of the school funds of the district sending such pupils.

SEC. 65. In every case where it may be necessary to procure or enlarge a school-house site, and the board of education of any school district and the owner of such proposed site or addition shall be unable from any cause to agree upon the sale and the purchase thereof, the board shall make out an accurate survey and description of the parcel of land which the said board of education may desire to appropriate for school-house purposes, and file the same with the probate judge of the proper county, and thereupon the same proceedings of appropriation shall be had which are provided for by chapter forty-seven of an act entitled an act to provide for the organization and government of municipal corporations, passed May 6, 1869. (O. L., volume 66, page 234.)

SEC. 67. It shall be unlawful for any member of any board of education organized under any law of this state, to receive any compensation for his services as a member of said board, except as clerk of the board, or apply any money coming into his hands for the benefit of schools to his own use; and any person violating either of the provisions of this section shall be prosecuted therefor, and punished as for obtaining money under false pretenses; and all moneys collected under the provisions of this section, shall be paid into the treasury of the county in which the action shall have originated, for the use of common schools in said district.

SEC. 68. The process of all suits against any board of education, shall be by summons, and shall be served by leaving a copy thereof with the clerk or president of such board; and such board shall be required to appear and answer, as in other civil actions.

SEC. 69. It is hereby made the duty of the prosecuting attorney of the proper county, or in case of a city district, the

city solicitor, to prosecute all actions which by this act may be brought against any member or officer of any school board, in his individual capacity; and to act in his official capacity as such prosecutor, as the legal counsel of such boards or officers in all civil actions brought by them or against them in their corporate or official capacity; provided, no prosecuting attorney or city solicitor shall be a member of the board of education.

SEC. 70. The school year shall begin on the first day of September of each year, and close on the thirty-first day of August of the succeeding year. A school week shall consist of five days, a school month of four school weeks.

SEC. 71. The schools established by this act shall be free to all youth between six and twenty-one years of age who are children, wards or apprentices of actual residents of the school district, and no pupil shall be suspended therefrom except for such time as may be necessary to convene the board of education of the district or local directors of the sub-district, nor to be expelled unless by a vote of two-thirds of said board or local directors, after the parent or guardian of the offending pupil shall have been notified of the proposed expulsion, and permitted to be heard against the same; and no scholar shall be suspended or expelled from the privilege of schools beyond the current term: Provided, that each board of education shall have power to admit other persons, not under six years of age, upon such terms or upon the payment of such tuition as they may prescribe; and boards of education of city, village or special districts shall also have power to admit, without charge for tuition, persons within the school age who are members of the family of any freeholder whose residence is not within such district, if any part of such freeholder's homestead is within such district; and, provided further, that the several boards of education shall make such assignment of the youth of their respective districts, to the schools established by them as will, in their opinion, best promote the interests of education in their

districts; and, provided further, that nothing contained in this section shall supersede or modify the provisions of section thirty-one of an act entitled an act for the reorganization, supervision and maintenance of common schools, passed March 14, 1853, as amended March 18, 1864.

SEC. 72. All property, real or personal, vested in any board of education, shall be exempted from tax and from sale on any execution or other writ or order in the nature of an execution.

SEC. 73. That if any person shall willfully and maliciously injure or deface any school-house, its fixtures, books or appurtenances, or shall commit any nuisance therein, or shall purposely and maliciously commit any trespass upon the enclosed grounds attached thereto, or any fixtures placed thereon, or any enclosure or sidewalk about the same, such person shall, upon conviction thereof, be fined in any sum not exceeding one hundred dollars, or be imprisoned in the county jail not exceeding ninety days, or both, in the discretion of the court. Such fine, when collected, shall be paid to the treasurer of the proper county for the use of the school district in which the offense was committed.

SEC. 74. If any person or persons shall hereafter willfully disturb, molest or interrupt any school or society formed in such school for the intellectual improvement of its members, such person or persons so offending shall be deemed guilty of a misdemeanor, and on conviction thereof, shall be fined in any sum not less than five nor more than twenty dollars, with cost of prosecution, and shall stand committed until such fine shall have been paid, or he shall have been discharged by due course of law; and, provided further, that the judgment for cost shall not be abated until such costs shall have been fully paid. Such fine, when collected, shall be paid into the county treasury, for the use of common schools in the proper county.

SEC. 75. The board of education of each district shall make a report to the county auditor on or before the first day of Octo-

ber in each year, containing a statement of the receipts and expenditures of said board, the number of schools sustained by them, the length of time such schools were sustained, the enrollment of pupils, the average monthly enrollment and average daily attendance, number of teachers employed, their salaries, the number of school-houses and school-rooms, and such other items as the state commissioner of common schools may require. These reports shall be made on blanks which shall be furnished by the said commissioner of common schools to the auditor of each county, and by such auditor to each school clerk in his county; and it shall be the duty of each board of education, or officer or employe thereof, or other school officer in any district or county of the state, whenever the state commissioner of common schools shall so require, to report to him direct upon such blanks as the said commissioner shall furnish, any statements or items of information that the said commissioner may deem important or necessary; and whenever the school commissioner, on examination of the enumeration of youth made and returned by any district under this act, shall be of opinion that the same is excessive in number or in any other way incorrect, he may require the enumeration for such district to be retaken and returned, and if he think it necessary he may for this purpose appoint one or more persons to perform this duty, who shall take the same oath and perform the same duties and receive the same compensation, and out of the same funds, as the person or persons who took the enumeration in the first instance, and the school fund shall be distributed on the corrected enumeration; and any officer through whose hands the enumeration required by this act to be returned, shall pass, who shall, by percentage or otherwise, add to or take from the number actually enumerated, shall be deemed guilty of a misdemeanor, and upon conviction of such offense, shall be fined in any sum not less than five dollars and not exceeding one thousand dollars, or imprisoned in the county jail not less than ten days nor more than thirty days, at the discretion of the court.

SEC. 76. Each board of education shall require the teachers and superintendents appointed by them, to keep the school records in such a manner that the board may be enabled to report annually to the county auditor as required by the provisions of this act. Said board of education is hereby authorized to withhold the pay of such teachers as shall fail to file with the clerk the reports required of them by the board, and to require the superintendent to report each year such matters as said board may determine to be important or necessary for information in regard to the management and conduct of the schools, and to make such suggestions and recommendations as he may deem advisable relative to methods of instruction, school management or other matters of educational interest. And the board of education of each city district of the first class shall make and publish annually a report on the condition of the schools under their charge, as well as the fiscal and other concerns in relation thereto, and a particular account of the administration thereof.

SEC. 77. In every district in the state there shall be taken, between the first Monday in September and the first Monday in October in each year, an enumeration of all unmarried youth, noting race and sex, between six and twenty-one years of age, resident within the district, and not temporarily there, designating also the number between sixteen and twenty-one years of age, the number residing on the Western Reserve, the Virginia Military District, the United States Military District, and in any original surveyed township or fractional township to which belongs section sixteen, or other land in lieu thereof, or any other lands for the use of schools or any interest in the proceeds of such land ; provided, that in addition to the classified return of all the youths residing in the district, that the aggregate number of youths in the district resident of any adjoining county shall be separately given, if any such there be, and the name of the county in which they reside ; and each person required or

employed under this act to take said enumeration, shall be first sworn or affirmed to take said enumeration accurately and truly to the best of his skill and ability; and when making return of the same to the proper officers, he shall accompany said return by his affidavit duly certified that he has taken and returned said enumeration accurately and truly to the best of his knowledge and belief; and the officer to whom such return of enumeration is required to be made, is hereby authorized to administer such oath or affirmation, and to take and certify such affidavit. Each person so taking and returning said enumeration shall be allowed by the proper board of education, reasonable compensation for his services, which compensation in sub-districts shall not exceed two dollars for each person authorized, required or appointed to take and return said enumeration.

SEC. 78. It shall be the duty of the clerk of the board of education of each district in the state, other than township districts, to employ one or more competent persons to take and return to him the enumeration of said district in the manner prescribed in section seventy-seven of this act.

SEC. 79. The clerk of each board of education shall, on or before the second Monday of October in each year, make and transmit to the county auditor an abstract of the enumeration by this act required to be returned to him, according to the form prescribed by the state commissioner of common schools, with an oath or affirmation endorsed thereon, that it is a correct abstract of the returns made under oath or affirmation to him. The oath or affirmation of the clerk may be administered and certified to by any member of the board of education, or by the county auditor.

SEC. 80. If the clerk of any school district shall fail to return the annual enumeration herein required, to the county auditor of the proper county on or before the second Monday of October, the said auditor shall at once demand a duly certified

abstract of such enumeration from said clerk, and in case such enumeration has not been taken as required in this act, or an abstract furnished at once as required in this section, the said auditor shall employ one or more competent persons to take such enumeration, which persons shall be subject to the legal requirements already specified, except that the returns shall be made directly to the auditor, who is hereby authorized to administer to each person employed the oath or affirmation required. The auditor shall allow the person or persons employed by him a reasonable compensation out of the general county fund, and shall proceed to recover the amount or amounts so paid for such services in a civil action before any court having competent jurisdiction, in the name of the State of Ohio against said clerk on his bond, and the amount so collected shall be paid into the general county fund.

SEC. 81. The county auditor of each county shall transmit to the state commissioner of common schools, on or before the fifth day of November in each year, an abstract of the enumeration returns made to him, duly certified. If the auditor shall willfully or negligently fail to perform any duty herein required, he shall be liable on his bond to twice the sum lost to the school districts of his county in consequence of any such neglect, which sum shall be recovered in a civil action before any court of competent jurisdiction, in the name of the State of Ohio against the said auditor on his bond, and the amount so collected shall be paid into the county treasury for the benefit of such districts.

SEC. 82. The clerk of each board of education shall prepare the annual report of the receipts and expenditures of school moneys, and the statistical statement in reference to the schools required of the board of education, and transmit the same to the county auditor on or before the first day of October in each year; and immediately after the filing of a bond by the school treasurer of such board, transmit to the county auditor a certified statement that said treasurer has executed and deposited the

requisite bond according to the provisions of this act, and also state the amount of such bond.

SEC. 83. No treasurer of a board of education, except in cases otherwise provided for in this act, shall pay out any school money, except on an order signed by the president and countersigned by the clerk of said board. No money shall be paid to the treasurer of a board of education other than that received from the county treasurer, except upon the order of the clerk of said board whose duty it shall be to report the amount of such miscellaneous receipts to the auditor of the proper county.

SEC. 84. It shall be the duty of the auditor of each county in the state to furnish the clerk and treasurer of the several school districts in his county with a suitable blank book each, made according to the form prescribed by the state commissioner of common schools, in which it shall be the duty of said clerk and treasurer respectively to make a record of all school moneys received and disbursed within each school year, showing the amount of school moneys in the hands of the said treasurer on the first day of September of each year, and also at the time of the annual settlement of said treasurer with the board of education, and from what sources received; the amount received within the school year, and from what sources; the orders drawn or paid, as the case may be, from what funds and for what purpose, and the amount of school funds in the hands of said treasurer at the close of the school year; and at the expiration of his official service, said clerk shall deliver to his successor in office the aforesaid book, also the book in which is recorded the official proceedings of the board of education, all certificates and reports of teachers required by law to be filed in his office, and all other official books and papers in his hands relating to schools. The auditor shall in no case permit said treasurer to have in his hands at any one time, an amount of school funds over one-half the amount of the penalty in the bond of said treasurer. And to enable said auditor to ascertain

the amount of such funds in the hands of said treasurer, the said treasurer shall be required to furnish a written statement from the clerk of his school district, exhibiting the amount of school funds in said treasurer's hands, as shown by said clerk's books, which statement the said treasurer shall present to the county auditor before an order is drawn on the county treasurer for any of said school funds, and it is hereby made the duty of such clerk to furnish such statement whenever it may be necessary for the purposes aforesaid.

CHAPTER VII.

EXAMINERS AND THEIR DUTIES—STATE BOARD OF EXAMINERS.

SEC. 85. It shall be the duty of the state commissioner of common schools to appoint a state board of examiners, to consist of three competent persons, resident in the state, who shall hold their office for two years, and until their successors are appointed; and all vacancies in said board which may thereafter occur by death, resignation or otherwise, shall be filled by appointment by said commissioner for the unexpired term.

SEC. 86. The state board of examiners thus constituted are hereby authorized to issue life certificates of high qualifications to such teachers as may be found upon examination to possess the requisite scholarship, and who may also exhibit satisfactory evidence of good moral character, and of eminent professional experience and ability.

SEC. 87. All certificates issued by said state board of examiners shall be countersigned by the commissioner of common schools; and such certificates shall supersede the necessity of any and all other examinations of the persons holding them by county or local boards of examiners, and such certificates shall be valid in any school district in the state, unless revoked by said board of examiners for good cause.

SEC. 88. Each applicant for a state certificate shall pay to the board of examiners a fee of three dollars.

COUNTY EXAMINERS.

SEC. 93. No person shall be employed as teacher in any common school, unless such person shall have first obtained from a board of examiners having competent jurisdiction, or a majority of them, a certificate of good moral character, and that he or she is qualified to teach orthography, reading, writing, arithmetic, geography, English grammar, and possesses an adequate knowledge of the theory and practice of teaching; and in case such person be required to teach other branches than those herein specified, he or she shall first obtain a certificate of the requisite qualifications, in addition to the branches aforesaid: Provided, that persons desiring or expected to teach only one or more special studies, such as music, drawing, painting, penmanship, gymnastics, German or French, may be examined and tested only in regard to such study or studies, and having obtained from the said board a certificate of qualification, may be employed as teachers of the respective special study or studies.

SEC. 94. And it shall be unlawful for any clerk to draw an order on the treasurer for the payment of a teacher for services, unless said teacher shall have first filed with said clerk a legal certificate of qualification, or a true copy thereof, covering the entire time of the services for the payment of which such order is drawn, and the branches which such teacher has taught; provided, that orders may be drawn for special teachers of drawing, painting, penmanship, music, gymnastics, or any foreign language, on presentation of a certificate, signed by a majority of the examiners, covering the time for which said special teacher has been employed.

CITY EXAMINERS.

SEC. 96. The board of education of each city district of the first class shall, as soon as practicable after the first organization under this act, appoint a board of examiners, to consist of three,

six or nine competent persons, as the board may determine, who shall have power to examine the schools established in such district, and shall examine all persons that desire to hold teachers' certificates valid in such district. One-third of said examiners shall be appointed for one, one-third for two, and one-third for three years, and shall serve until their successors are appointed and qualified. The standard of qualifications of teachers shall be determined by the board of examiners, and the board of education are hereby empowered to fix the salary or pay of said examiners, and to pay the same from the general fund raised for school purposes. Section ninety-three, as hereby amended, and ninety-four shall be also applicable to city districts of the first and second class ; and to secure a more thorough examination of teachers and pupils in the more difficult branches or special studies, the board of examiners may temporarily associate with themselves, for such purpose, one or more other persons of sufficient knowledge in such branches or studies respectively, who shall, in such case, promise by oath or affirmation that they will faithfully and impartially perform the duties of examiners. And the superintendents of education shall give to the examiners all the necessary information about the branches and special studies to be taught, and the grades and classes the persons appointed or to be appointed as teachers shall have to teach.

SEC. 97. The said board of education shall annually thereafter appoint one, two or three examiners, as the case may be, who shall serve for three years and until their successors are appointed and qualified. And the board of education shall fill all vacancies in said board of examiners that may occur from refusal to serve, death, resignation or otherwise, for the unexpired term, and shall have power to revoke the appointment of any examiner upon satisfactory proof that said examiner is inefficient, negligent or guilty of immoral conduct. It shall be the duty of the clerk of each board of education to report to the state commissioner of common schools within ten days after the

appointment, the names of the city school examiners appointed by such board, and also report in like manner the appointments made to fill vacancies.

SEC. 98. The board of examiners in each city district of the first class shall organize by appointing one of their own number as clerk, who shall give bond, with surety to be approved by the board of education, in the sum of five hundred dollars, conditioned that he shall pay to the school treasurer of his district the examination fees collected in pursuance of this act, and that he shall make, on or before the first day of October in each year, such returns in reference to the examinations as may be required by the state commissioner of common schools of the clerk of the county board of examiners.

SEC. 99. Said board, or a majority of them, may grant certificates, which shall be valid only in the city school districts in which they are granted "for one, two or three years," except in cities in [of] the first class in which they shall be granted for two, five or ten years.

SEC. 100. Said board of examiners shall have power to revoke the certificate of any person who shall be guilty of immorality or improper conduct, or shall prove to be inefficient, and if such person shall be employed in any school in the district, they shall have power to discharge such teacher, who shall, however, be entitled to pay for services to the time of such discharge. Every person applying to a city board of examiners shall pay to the examiners fifty cents before entering upon the examination, which money shall be paid quarterly to the school treasurer of the city, and shall be set apart as a teachers' institute fund, to be appropriated as provided for in this act.

SEC. 101. The powers and privileges herein granted to city districts of the first class, with reference to boards of examiners, are hereby extended to city districts of the second class and village districts having a population not less than twenty-five hundred; provided, that the board of examiners in such districts

shall consist of three members ; and provided further, that in any city districts of the second class, and in village districts (except in those localities where associations have been or may hereafter be formed as provided for in section 119 of this act), the fee of fifty cents which is required to be paid to the board of examiners by every person applying for a certificate to teach, shall be paid by said examiners to the county treasurer for the use of county institutes, and be paid out as other funds for the same purpose are ordered to be paid. The boards of education of said city districts of the second class, in the matter of attaching the annexed territory for voting purposes, shall be governed by the provisions of this act conferring like powers upon city boards of education of the first class, as provided for in section ten.

CHAPTER IX.

TEACHERS' INSTITUTES—COUNTY INSTITUTES.

SEC. 115. The clerk of the board of education of a city district of the first class shall make the same report of any teachers' institute provided for by the board of education as is required of county teachers' institutes.

SEC. 116. Each teacher employed in the common schools of this state, shall have a right to dismiss his or her school without forfeiture of pay on New Year's day, the Fourth of July, Christmas, and on any day set apart by proclamation of the president of the United States, or the governor of Ohio, as a thanksgiving or fast day.

SEC. 117. Any teacher in any public school is hereby authorized to dismiss the school under his or her charge for the week in which is held the county teachers' institute for the purpose of attending the same, and such teacher shall not forfeit his or her pay for such week ; provided, such teacher shall deposit with the clerk of the board a certificate from the secretary of the institute that he or she has been present at such institute for not less than four days ; provided, that this privil-

age is not extended to teachers in city districts of the first class without the consent of the board of education thereof, and that no union or graded school shall be dismissed except when a majority of the teachers in such school are in favor of such dismissal.

CITY INSTITUTES.

SEC. 118. The board of education of any city district of the first class are authorized to provide for holding yearly an institute for the improvement of the teachers of the schools under their control, which institute shall continue not less than four days, and the board are hereby authorized in defraying the expenses of such institute to use the city institute fund arising from the examination fees of teachers, or any other moneys under their control; provided, that if said board shall not hold one institute in any school year, that said board shall cause an order to be issued on the treasurer in favor of the county treasurer for such institute fund, which the county treasurer shall place to the credit of the county institute fund, in which case the teachers of such city district shall be entitled to the advantages of the county institute.

SEC. 119. Whenever a teachers' association, formed for the professional improvement of the teachers of several adjacent counties, shall organize a teachers' institute for the specific purpose of providing for the professional instruction of the teachers of the graded schools in such adjacent counties, any and all boards of education of city districts of the first and second class, village districts and special districts within said counties shall have power to contribute to such institutes from the institute and other funds under their control, and to permit the teachers employed by them to attend the same for one week without forfeiture of wages.

CHAPTER X.

APPORTIONMENT OF SCHOOL FUNDS.

SEC. 120. The auditor of state shall, annually, apportion the common school funds among the different counties upon the

enumeration and returns made to him by the state commissioner of common schools, and certify the amount so apportioned to the county auditor of each county, stating from what sources the same is derived, which said sum the several county treasurers shall retain in their respective treasuries from the state funds; and the county auditors shall, annually, and immediately after their annual settlement with the county treasurers, apportion the school funds for their respective counties, according to the enumeration and returns in their respective offices; and no district which shall have failed to make and return said enumeration, shall be entitled to receive any portion of the common school funds, and, in making such distribution, each county auditor shall apportion all moneys collected on the tax duplicate of any township, for the use of schools, to such township; all moneys received from the state treasury on account of interest on the money accruing from the sale of section sixteen, or other lands in lieu thereof, to the school districts and parts of school districts in the original surveyed township, or fractional townships, to which said land belongs; all money received by the county treasurer, on account of the Virginia Military School Fund, United States Military District, and Connecticut Western Reserve, according to laws regulating the same; and all other moneys for the use of schools in the county, and not otherwise appropriated by law, to the proper school district; and he shall, immediately after making said apportionment, enter the same in a book, to be kept for that purpose, and shall furnish the school treasurers and school clerks each with a copy of said apportionment, and give an order on the county treasurer for the amount of money belonging to his school district, and take a receipt from such treasurer for the amount thus received; and the said county auditor shall collect, or cause to be collected, the fines and all other moneys for school purposes, in his county, and pay the same over to the county treasurer; and he shall inspect all accounts of interest for section sixteen, or other

school lands, whether the interest is paid by the state or by the debtors, and take all the proper measures to secure to each school district its full amount of school funds.

CHAPTER XII.

STATE COMMON SCHOOL FUND.

SEC. 126. For the purpose of affording the advantages of a free education to all the youth of this state, the state common school fund shall hereafter consist of such sum as will be produced by the annual levy and assessment of one mill upon the dollar valuation, on the grand list of the taxable property of the state; and there is hereby levied and assessed annually, in addition to the revenues required for general purposes, the said one mill upon the dollar valuation as aforesaid; and the amount so levied and assessed, shall be collected in the same manner as other state taxes, and when so collected shall be annually distributed to the several counties of the state, in proportion to the enumeration of youth of school age, and be applied exclusively to the support of public or common schools.

CHAPTER XIII.

SCHOOL FUND AND SCHOOL LANDS.

SEC. 131. That whenever any donation or devise shall be made by gift, grant, last will and testament, or in any other manner whatever, of any estate, either real, personal or mixed, to the State of Ohio, or to any person, or otherwise, in trust for the said common school fund, by any individual, body politic or corporate, the same shall be vested in said common school fund; and whenever the money arising from such gift, grant or devise, shall be paid into the state treasury, the proper accounts thereof shall be kept, and the interest accruing therefrom shall be appropriated according to the intent and design of such donor, grantor or deviser.

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190173

CLEVELAND PUBLIC SCHOOLS

Forty-first Annual Report

OF THE

BOARD OF EDUCATION

FOR THE

SCHOOL YEAR ENDING AUGUST 31, 1893

PUBLISHED BY ORDER OF THE BOARD

DEPT. EXCHANGE IS DEC 93
WEST. RESV. 181.600

PAID BY THE BOARD OF EDUCATION

1893

CLEVELAND PUBLIC SCHOOLS.

Forty-first Annual Report

OF THE

BOARD OF EDUCATION

FOR THE

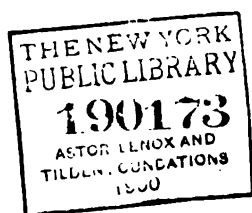
SCHOOL YEAR ENDING AUGUST 31, 1877.

PUBLISHED BY ORDER OF THE BOARD.

CLEVELAND:

FAIRBANKS, BRIGGS & CO., PRINTERS AND BINDERS.

1878.



Board of Education.

1876-7.

MEMBERS.

Wards.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS	1877.....	158 Superior Street.
2....	DR. D. B. SMITH	1878.....	68 Bond Street.
3....	WILLIAM J. AKERS	1877.....	Union Pass. Depot.
4....	E. M. HESSLER	1878.....	38 Garden Street.
5....	A. MEHLING	1877.....	674 Superior Street.
6....	M. G. WATTERSON	1878.....	657 Case Avenue.
7....	THOMAS A. STOW	1877.....	188 Case Avenue.
8....	ANTHONY BURKE	1878.....	121 Washington Street.
9....	J. M. FERRIS	1877.....	110 Hanover Street,
10....	A. G. HOPKINSON	1878.....	343 Franklin Street.
11....	G. W. LEIBLEIN	1877.....	56 Lorain Street.
12....	F. MUHLHAUSER	1878.....	92 Vega Avenue.
13....	FELIX NICOLA	1877.....	53 Jennings Avenue.
14....	O. F. RHOADES	1878.....	991 Broadway.
15....	F. M. SANDERSON	1877.....	1012 Willson Avenue.
16....	A. K. SPENCER*	1878.....	1253 Euclid Avenue.
17....	S. M. STRONG	1877.....	1394 Euclid Avenue.
18....	DR. J. D. JONES	1878.....	1936 Hamilton Street.

*Vice M. E. COZAD, Resigned.

Organization of the Board.

FOR 1876-7.

OFFICERS OF THE BOARD.

PRESIDENT,

M. G. WATTERSON.

CLERK,

T. R. WHITEHEAD.

SUPERINTENDENT OF INSTRUCTION,

A. J. RICKOFF.

SUPERINTENDENT OF BUILDINGS,

CHARLES WHITAKER.

STANDING COMMITTEES.

1876-77.

FINANCE.....	NICOLA, STOW, AKERS
JUDICIARY.....	SPENCER*, NICOLA, LEIBLEIN
REPAIRS.....	AKERS, DR. SMITH, MEHLING
SUPPLIES.....	CHILDS, MEHLING, RHOADES
SCHOOL BUILDINGS.....	SANDERSON, STOW, MUHLHAUSER
INSURANCE.....	JONES, STRONG, HOPKINSON
CLAIMS AND AUDITING.....	RHOADES, BURKE, FERRIS
NORMAL SCHOOL.....	STOW, HESSLER, DR. SMITH
TEACHERS.....	FERRIS, NICOLA, STOW
SALARIES.....	STRONG, FERRIS, MUHLHAUSER
TEXT BOOKS AND COURSE OF STUDY...	HOPKINSON, SPENCER*, JONES
MUSIC, PENMANSHIP AND DRAWING,	MUHLHAUSER, SANDERSON, JONES
BOUNDARIES.....	BURKE, DR. SMITH, SANDERSON
DISCIPLINE.....	MEHLING, JONES, AKERS
LIBRARY.....	DR. SMITH, AKERS, NICOLA
RULES AND REGULATIONS.....	LEIBLEIN, HOPKINSON, STRONG
PRINTING.....	HESSLER, CHILDS, BURKE
CENTRAL HIGH SCHOOL.....	CHILDS, HESSLER, RHOADES
WEST HIGH SCHOOL.....	LEIBLEIN, MUHLHAUSER, FERRIS
EAST HIGH SCHOOL.....	SPENCER*, STRONG, SANDERSON

*Vice M. E. COZAD, resigned.

BOARD OF EXAMINERS OF TEACHERS.

1876-77.

Members.	Term Expires.	Members.	Term Expires.
J. H. RHODES.....	1878	H. AHLRICHS.....	1879
ADOLPH GEUDER.....	1878	ANDREW J. RICKOFF...1877	
ALANSON G. HOPKINSON.	1879	LEWIS W. FORD.....1877	

OFFICERS OF THE BOARD.

PRESIDENT,	SECRETARY,
A. G. HOPKINSON.	A. J. RICKOFF.

COMMITTEE ON ENGLISH EXAMINATIONS.

L. W. FORD, J. H. RHODES, A. J. RICKOFF.

COMMITTEE ON GERMAN EXAMINATIONS.

A. GEUDER, H. AHLRICHS, J. H. RHODES.

Board of Education.

1877-8.

MEMBERS.

Wards.	Members.	Term Expires.	Residences.
1....	GEORGE L. CHILDS.....	1879.....	158 Superior Street.
2....	DR. D. B. SMITH.....	1878.....	68 Bond Street.
3....	WILLIAM J. AKERS.....	1879.....	Union Passenger Depot.
4....	E. M. HESSLER.....	1878.....	38 Garden Street.
5....	J. F. O'MARA.....	1879.....	195 Oregon Street.
6....	M. G. WATTERSON.....	1878.....	657 Case Avenue.
7....	S. F. GULLIFORD*.....	1878.....	1076 Superior Street.
8....	W. J. STARKWEATHER†.....	1878.....	98 Washington Street.
9....	R. L. WILLARD.....	1879.....	291 Pearl Street.
10....	A. G. HOPKINSON.....	1878.....	343 Franklin Street.
11....	CHAS. SAELTZER.....	1879.....	58 Tracy Street.
12....	F. MUHLHAUSER.....	1878.....	92 Vega Avenue.
13....	J. C. DEWAR.....	1879.....	134 Professor Street.
14....	O. F. RHOADES.....	1878.....	991 Broadway.
15....	GEO. A. GROOT.....	1879.....	459 Scovill Avenue.
16....	W. A. NEFF.....	1878.....	860 Doan Street.
17....	GEO. A. BEMIS.....	1879.....	770 Doan Street.
18....	DR. J. D. JONES.....	1878.....	1936 Hamilton Street.

*Vice Thomas A. Stow, deceased.

†Vice Anthony Burke, resigned.

Organization of the Board.

FOR 1877-8.

OFFICERS OF THE BOARD.

PRESIDENT,

M. G. WATTERSON.

CLERK,

T. R. WHITEHEAD.

SUPERINTENDENT OF INSTRUCTION,

A. J. RICKOFF.

SUPERINTENDENT OF BUILDINGS,

CHARLES WHITAKER.

STANDING COMMITTEES.

1877-8.

FINANCE.....	STOW, AKERS, HESSLER.
JUDICIARY..	GROOT, BEMIS, WILLARD.
REPAIRS.....	NEFF, WILLARD, DEWAR.
SUPPLIES....	CHILDS, O'MARA, RHOADES.
SCHOOL BUILDINGS.....	MUHLHAUSER, GROOT, DR. JONES.
INSURANCE.....	WILLARD, O'MARA, BEMIS.
CLAIMS AND AUDITING.....	BURKE, SAELTZER, BEMIS.
TEACHERS.....	AKERS, STOW, SAELTZER.
SALARIES.....	RHOADES, HESSLER, BURKE.
TEXT BOOKS AND COURSE OF STUDY,	
	HOPKINSON, BURKE, DR. JONES.
MUSIC, PENMANSHIP, DRAWING....	DEWAR, MUHLHAUSER, NEFF.
BOUNDARIES.....	DR. SMITH, HOPKINSON, RHOADES.
DISCIPLINE	GROOT, O'MARA, CHILDS.
RULES AND REGULATIONS.....	O'MARA, STOW, HOPKINSON.
PRINTING.....	HESSLER, CHILDS, STOW.
HEALTH AND VENTILATION...	DR. JONES, WILLARD, DR. SMITH.
NORMAL SCHOOL.....	DR. JONES, HOPKINSON, DR. SMITH.
CENTRAL HIGH SCHOOL.....	CHILDS, HESSLER, RHOADES.
WEST HIGH SCHOOL.....	SAELTZER, BURKE, MUHLHAUSER.
EAST HIGH SCHOOL.....	BEMIS, NEFF, GROOT.

After the election of Messrs. Gulliford and Starkweather, the following changes were made in the Committees below named:

FINANCE.....	NEFF, AKERS, HESSLER.
REPAIRS.....	DEWAR, WILLARD, GULLIFORD.
CLAIMS AND AUDITING....	STARKWEATHER, SAELTZER, BEMIS.
TEACHERS.....	AKERS, GULLIFORD, SAELTZER.
SALARIES.....	RHOADES, HESSLER, STARKWEATHER.
TEXT BOOKS, COURSE OF STUDY,	HOPKINSON, DEWAR, DR. JONES.
MUSIC, PENMANSHIP, DRAWING,	GULLIFORD, MUHLHAUSER, NEFF.
RULES AND REGULATIONS....	O'MARA, GULLIFORD, HOPKINSON.
PRINTING..	HESSLER, CHILDS, DEWAR.
WEST HIGH SCHOOL,	
	SAELTZER, STARKWEATHER, MUHLHAUSER.

BOARD OF EXAMINERS OF TEACHERS.

1877-78.

Members.	Term expires.	Members.	Term expires.
J. H. RHODES.....	1878	H. AHLRICHS.....	1879
ADOLPH GEUDER.....	1878	A. J. RICKOFF.....	1880
ALANSON G. HOPKINSON.	1879	LEWIS W. FORD....	1880

OFFICERS OF THE BOARD.

PRESIDENT,	SECRETARY,
A. G. HOPKINSON.	A. J. RICKOFF.

COMMITTEE ON ENGLISH EXAMINATIONS.

L. W. FORD, J. H. RHODES, A. J. RICKOFF.

COMMITTEE ON GERMAN EXAMINATIONS.

A. GEUDER, H. AHLRICHS, J. H. RHODES.

President's Report.

PRESIDENT'S REPORT.

The Board of Education respectfully submits this the Forty-First Annual Report of the management and condition of the Public Schools of Cleveland, being for the school year ending August 31st, 1877:

FINANCIAL EXHIBIT.

The Annual Report of the Clerk of the Board, which is also submitted herewith, presents a properly classified statement in detail of the financial transactions of the year. The following summary is from the Clerk's Report:

RECEIPTS.

Balance on hand August 31st, 1876.....	\$183,401 88
First Installment of Taxes (City Levy) paid March, '77,	188,855 32
Second Installment of Taxes (City Levy) paid Aug. '77,	134,297 88
State Apportionment, on the basis of the enumeration of children within school age, including East Cleveland, Newburgh and Brooklyn districts, annexed for school purposes.....	70,066 17
Tuition from non-resident pupils.....	788 00
Deferred payments on Willson avenue land, including interest.....	4,894 01
Insurance on Euclid avenue building (damaged by fire)	909 93
Miscellaneous sources.....	489 90
Total Receipts.....	\$583,703 69

DISBURSEMENTS.

Salaries of Superintendent and Teachers.....	\$247,986 64
Salaries of Officers of the Board.....	8,333 00
Salaries of Librarian and Assistants.....	5,492 61
Salaries of Janitors.....	16,754 70
Fuel.....	8,835 14

Repairs.....	\$3,884 54
Supplies.....	4,605 60
Furniture—(New, \$8,164.31. Repaired, \$320.96)....	8,485 27
Heating Apparatus (New \$3,796.03. Repaired \$1,832.62)	5,628 65
Insurance.....	4,062 44
Rent.....	758 89
Special taxes on School property.....	58 65
Taking School census.....	809 40
Gas.....	1,003 21
Board of Examiners.....	127 00
Printing and Binding.....	5,641 83
Interest.....	1,629 95
Advertising.....	24 60
Land for building sites.....	15,542 39
Construction and permanent improvements.....	50,505 07
Willson Avenue Land Bonds redeemed.....	6,291 40
Miscellaneous expenditures.....	1,299 91
Total Expenditures.....	<u>\$397,780 89</u>

The receipts for the year, less the balance on hand at its commencement and the disbursements, were as follows:

RECEIPTS.

From Tax Levy, local and state.....	\$393,219 37
From all other sources.....	7,082 44 \$400,301 81

DISBURSEMENTS.

On account of salaries.....	\$278,566 95
On account of Land, Buildings and other permanent improvements.....	74,492 44
All other expenditures.....	44,721 50 397,780 89
Receipts in excess of disbursements.....	<u>\$2,520 92</u>

It will be observed that the year's revenue, less the balance on hand, exceeded its expenditures only \$2,520.92.

This unusually small surplus of the year's resources remaining at its close, is explained by the fact that we have been working the past year on the proceeds of a reduced levy. For the year just closed the revenue raised by taxation for school purposes was \$393,219.37; for the year immediately preceding, it

was \$440,989.34—a difference of \$47,769.97 in favor of the latter. The total expenses on account of the public schools for the year ending August 31st, 1876 was \$410,846.36; for the year ending August 31st, 1877, \$397,780.89—a difference of \$13,065.47 in favor of the latter. A small portion of this excess of outlay the previous year may be accounted for by the extraordinary expenses incurred on account of the Centennial Exhibition; it is also true that a greater amount was spent in 1876 for permanent improvements.

In accordance with the views of some members of the Board, and a suggestion by the City Council, special attention was given the rate of tax levy for school purposes for the current year, with the purpose, if found practicable, to still further reduce it. The conclusion reached was adverse to any reduction at present. The almost entire disbursement of the year's revenue indicated above would seem to vindicate the Board in its action. The Board was unanimous in the opinion that the times demanded the very lowest rate of levy consistent with the successful management of the schools. A majority determined that it would not be wise economy, even now, so to curtail their revenue as to cripple them, or to borrow money for their maintenance. The rate fixed was $4\frac{1}{4}$ mills on the dollar valuation. The maximum limit allowed by law is 7 mills.

SCHOOL BUILDINGS AND SITES—REPAIRS.

.Many of our best school houses, those that have been built from six to ten years, such as the Sterling, Rockwell, St. Clair, Orchard and Washington buildings, are in one respect in need of immediate attention. All wood work exposed to the weather, doors, door frames, window frames, cornices, etc., should be thoroughly painted. Some little of this work has been done the past two years, but in most of these buildings, the wood work has not received a coat of paint since their erection, and in some instances it is entirely exposed to the weather and beginning to decay. The houses if kept in good order will answer the purpose for which they were built for fifty years, and experience

teaches conclusively that it is cheaper in the long run to keep them always in good condition by timely expenditures than to seek to save money by dilatory repairs. The rule adopted by judicious men to protect their own property should regulate those who control that of the public. These repairs should be made the current year, as every season's delay is wasteful.

While speaking of repairs, it has also occurred to me again to direct attention to the heating and ventilating apparatus. It was stated in the annual report of last year that a very considerable item of each year's expenditures was for "increasing the capacity of heating apparatus, improving ventilation, etc." This year has furnished no exception. Much of this kind of work has been done and much remains to be done.

In 1876 the hot air furnaces were thrown out of the Kentucky building and steam apparatus supplied, with improvements in ventilation, at a total expense of \$4,132.40. The year just closed the old boilers in the Sterling house were replaced by new ones of much greater heating capacity. The cost of the improvement and incidental expenses will reach \$962.93. This building is heated by hot water, and the necessity of constantly forcing the old apparatus to produce sufficient circulation to secure the proper temperature in all parts of the house, doubtless, greatly shortened its time of service. This condition of things also increased the cost of heating. With the new boilers and improvements this apparatus performs its work as well as any in use, and it is *not less* economical. In the Brownell, Mayflower, Outhwaite, Orchard, Rockwell and St. Clair houses, the enlargement of heating apparatus and additional means of ventilation cost \$3,462.96.

During the current year it will be a necessity,—it would long since have been an economical measure,—to renew the boilers and enlarge the radiating surface in the Brownell heating apparatus. The defective character and insufficient capacity of this apparatus has already cost, extra, more than double the present expense of supplying new boilers and additional radiators. An appropriation should also be made the current year to improve the ventilation in this building. It would be better to suffer the children to spend half their school hours at play in the streets

than to compel them to breathe the unwholesome air of these rooms. The movement inaugurated in the Board of Education within the last two years, to improve ventilation in all the old buildings, should not be abandoned or neglected until every school room in the city is furnished with the means of supplying, at all times, an abundance of pure air.

NEW BUILDINGS.

The expenditures on account of new buildings and additions for primary and grammar schools have been in the Case, Euclid, Mayflower, Wade, Kentucky, Outhwaite, Orchard and Tremont districts. The balance due on account of construction of the Case building and paid out of the past year's revenue, including the heating apparatus, furniture and other permanent improvements, was \$11,869.76. The Euclid avenue building having been damaged by fire, it was thought best to enlarge it. Two rooms were added and the others enlarged. The total cost of the improvement, including furniture, was \$3,106.15. The damage, which was covered by insurance, amounted to \$909.93. The improvement at Mayflower gave three additional rooms; the entire cost was \$5,372.51 for construction; and for heating apparatus and furniture \$1,599.33, of which \$4,930.23 was paid out of the past year's revenue. In the Wade, Kentucky, Outhwaite, Orchard and Tremont districts, relief buildings of two rooms each have been erected at a total cost, including furniture, of \$5,876.72. Land has been purchased for enlargement of the Case avenue, North, South and Tremont lots at a total cost of \$3,862.39. The addition to the North school site is with a view to erecting on it a large grammar school building for the Eighteenth ward, which must be done as soon as possible, as the district is greatly in need of better room accommodations. The Walton avenue site in the Twelfth ward has already been enlarged to provide for a similar building.

The necessity for large outlay annually for additional school room can hardly be appreciated by one not familiar with the facts. It can be better realized by considering the following

table, which gives the daily attendance in the public schools the past six years and the increase each year :

YEARS.	AVERAGE NUMBER BELONGING.	ANNUAL INCREASE.
1872	9,249 .....	.....
1873	10,363	1,114
1874	11,907	1,544
1875	14,081	2,124
1876	15,008	977
1877	15,979	971

It will be seen that the average annual increase is 1346. That is, every year the Board of Education must provide new room for 1346 accessions—enough to fill one of our largest sized buildings, Outhwaite or Case avenue.

This necessitates the employment of twenty additional teachers and all the incidental expenses for the maintenance of twenty new schools each year.

With this remarkable increase in scholars it is not at all strange that the Board cannot reduce the rate of tax levy, while the taxable value of property in the city and the amount of the tax duplicate remain the same, or decline, from year to year, as is the case at the present time.

THE NEW HIGH SCHOOL.

The principal expenditure on account of buildings and sites, however, was for the new Central High School building and lot. There were paid on the site \$11,680, and on the building \$30,668.08, making a total of \$42,348.08. The contract for this house was signed in May last; the price for the edifice completed ready for furniture and heating apparatus, is \$72,559. The house is now enclosed, and will be completed ready for occupancy on the first of September next. The structure is of Amherst stone. The style of its architecture is admirable, the workmanship thus far is exceptionally good, and the adaptation of the internal arrangements to the work of a large school could not well be improved.

As some who are not informed touching all the facts, have questioned the wisdom of the Board of Education in erecting

this building at present, it has been thought well to submit here some of the more important reasons for its action. The old Central High School house was built twenty-two years ago. Cleveland then had a population of probably 40,000, the whole number of youths within the school age was 12,998, and there were 116 scholars enrolled in the Central School. Cleveland to-day has probably 150,000 inhabitants; has 49,014 school children enumerated, and 491 enrolled in the Central High school.

The following table is submitted to show the increase of attendance at this school the past ten years:

YEAR.	ATTENDANCE.	YEAR.	ATTENDANCE.
1869....	176	1874.....	307
1870.....	183	1875.....	316
1871.....	186	1876.....	371
1872.....	216	1877.....	453
1873.....	251	1878.....	491

The average ratio of increase if maintained, as it most probably will be, would give this school for the school year commencing September, 1878, 522—fully 200 more pupils than can be accommodated and taught there with convenience, profit or safety.

The patrons of the public schools expect that the Board of Education will furnish their children comfortable seating and recitation room. They also demand that it shall have proper regard for their personal safety and the preservation of their health. The facts given above prove beyond question that the number now enrolled there cannot be accommodated with suitable or sufficient room. A large number are now compelled to occupy a temporary shed on the rear of the lot, for class exercises. Respecting the means of ventilation the building is equally defective, and its surroundings are such that, for a considerable portion of the year, it would be an utter impossibility to supply the pupils pure air or good light. The sanitary conditions of this school, therefore, cannot be such as to commend it to the parents of the pupils who attend it. The means of egress from this building are equally inadequate. Every available corner in the house from ground floor to garret, three stories, is packed with pupils, and those occupying the two

upper floors are compelled to pass out through one hallway. In case of an accident rendering it necessary to get pupils out of the building on short notice, it could not well be accomplished, and the result might be such as to compel the Board of Education to answer a responsibility it should never have assumed or made possible.

Doubtless these facts will satisfy any unprejudiced person that large additional accommodation for the Central High School was simply unavoidable. The next question suggested is whether the old building could not have been enlarged sufficiently to meet the pressing demand. Suppose by filling the entire available portions of the lot, its capacity could have been doubled, which is doubtful, it would have cost, including heating apparatus for both old and new parts, not less than thirty thousand dollars, and in less than five years, at the present rate of increase, it would be filled to its utmost capacity for convenient use. When the few years within which, notwithstanding this enlargement, it would have been necessary to erect a new building, is taken into account, as well as the ill adaptation of the locality for school purposes, this certainly would not have been regarded as a judicious expenditure of money. Then too, this old building is situated near the extreme western limit of the territory from which it receives its pupils; more than fifty per cent. of them coming from beyond a point a mile easterly--and the East High School is located very far towards the eastern boundary of its district. By locating a new building at the proper point between the two, the pupils of both districts can be more conveniently accommodated, more advantageously classified, and the extraordinary expense incident to maintaining branch high schools with small classes saved. How much can be saved by consolidating these schools and bringing all high school scholars east of the river to one house may be learned with tolerable accuracy from the following figures, to-wit: Cost of tuition per capita in Central School the past year, \$37.95; in East School, \$74.46; in Newburgh School, (current year,) \$62.20. Certainly the cost per capita in the new school, with its superior organization, would be, at the highest,

as low as at present in the Central, probably lower; but at that rate, with the present average daily attendance in the East and Newburgh branches, there would be a saving in tuition alone of \$3,711 annually. The saving also in apparatus and all kinds of supplies would be a matter of considerable moment. But this is not all; the East School building is already needed for grammar school purposes, and immediately upon the consolidation it will be entirely appropriated to this use, which will obviate the necessity of furnishing a grammar school building for the Sixteenth and Seventeenth wards for many years to come. But a still more important consideration remains to be stated. The old site is very advantageously situated for business purposes, is consequently very valuable, and at the proper time can be sold for a sum which will go far toward liquidating the entire cost of the new site and building.

SCHOOL EXPENDITURES.

Just how much of the public revenue should be set apart for the maintenance of public schools is difficult to determine. There exists a great diversity of opinion touching the policy of maintaining at public expense the higher grades of schools, those in which other than the common branches are taught.

The tendency on the part of those who are engaged in the management and conduct of public schools, is, doubtless, to bring within the public school curriculum, more of the higher branches than, all things considered, the highest public good requires.

On the other hand there can be but little doubt that those who would limit public instruction to the common branches, reading, writing, arithmetic, geography and grammar, are equally at fault. It would seem not to be adverse to the interest of the state, and the individual, where it is practicable, to keep all youth in school to the average age of 16 or 17 years; and whatever they could master, in addition to the common branches and which would result in the highest and best mental development, should be taught them.

Whatever it costs to command the services of men and

women of ability and culture to impart this instruction, should determine the limit of judicious expenditure for this purpose. The employment of public instructors must insure sufficient material reward, to induce men and women of good capacity and thorough learning, to choose it as a profession, or the state will not expend its educational fund to the best advantage.

Actuated by the conviction that this is the true policy, and accepting the common interpretation of the statutes regulating the several grades of public schools, the Board of Education of the City of Cleveland, determined many years ago, to raise the character of its public schools as rapidly as possible to the very first rank, and if possible maintain them there. That this policy has been carried to a successful issue, as respects the quality of instruction, and all the material appliances incident to good accommodations and facilities for work, can hardly be doubted by one at all acquainted with the facts. The excellence of our schools is conceded by all unbiased persons qualified to judge.

To accomplish this has of course involved the expenditure of considerable part of the public funds. But has it been extravagantly spent? Has it not been the best possible investment of the people's money?

As the subject of the cost of public education has attracted unusual attention the past year and been discussed with much warmth and diversity of opinion, it has been thought well to give a few facts and figures respecting the cost of public schools maintenance in Cleveland now, and for several years past, and the cost in other leading cities of the United States—those of 100,000 population and upward; also to compare the salaries paid teachers and other employes, etc.

The following table shows the average daily attendance in the public schools of Cleveland each year for the past decade, the total cost of maintenance, including the cost of all sites, buildings and permanent improvements, and the cost per capita of the daily attendance.

YEARS.	ATTENDANCE.	WHOLE COST.	COST PER CAPITA.
1868.....	6,623.....	\$291,201.00.....	\$43.96
1869.....	7,222.....	320,644.50.....	44.41
1870.....	7,765.....	303,470.77.....	39.09
1871.....	8,174.....	193,980.54.....	27.73
1872.....	8,582.....	209,204.61.....	24.37
1873.....	9,676.....	222,166.74.....	22.96
1874.....	11,166.....	387,563.50.....	34.70
1875.....	13,147.....	356,095.24.....	27.08
1876.....	14,069.....	410,846.36.....	29.20
1877.....	15,044.....	397,780.89.....	26.44
Average cost per capita for ten years.....			\$31.59.

It will be seen that the average annual cost per capita is \$31.59. The cost for the year just closed is \$26.44—\$5.15 per scholar less than the average for ten years.

When the whole expenditure for school purposes is made the basis of calculation, it does not always follow that the year which shows the lowest per capita cost should be credited with the most economical management, unless it also shows average expenditure for permanent improvements.

The expenditures for sites, buildings and other permanent improvements for the year ending August 31st, 1877, were \$74,492.44, which is certainly not below the average outlay for these purposes. If, however, we make the cost of tuition alone the basis of our computation, the comparison will make an equally favorable showing for the present management.

The following figures show the cost per capita for English instruction in the grades given, for the years 1868-9 and 1876-7:

	1868-9.	1876-7.
Per capita cost in High Schools.....	\$59.29	\$48.91
Per capita cost in A Grammar.....	38.43	31.79
Per capita cost in B Grammar.....	22.13	21.17
Per capita cost in C Grammar.....	16.12	15.02

This does not include the cost of instruction in Music, Drawing and German, but the fairness of the comparison is not affected by this omission. The actual cost of these branches by grades cannot be ascertained. These figures indicate "that had the city paid as much per capita for English instruction for the

year ending August 31st, 1877, as it did for the year ending August 31st, 1868, the expenditures for the classes given above would have been increased by nearly \$11,000."

This much for the comparative cost of maintaining the public schools now and several years since. Now consider the following statistics taken from annual report of the United States Commissioner of Public Schools for 1875. This table exhibits the cost per capita for tuition and all incidental expenses in twenty-one of the leading cities in the Union, including nearly all in which the public schools occupy high rank, and of which the statistics are complete.

1875.	Tuition.	Incidental Expenses.	Tuition and Incidental Expenses.	Greater than Cleveland.	Less than Cleveland
Boston,.....	\$26.30 ...	\$10.55 ...	\$36.85 ...	\$14.55 ...	\$.....
Springfield....	24.41 ...	6.91 ...	29.32 ...	7.02 ...	.....
Salem.....	20.84 ...	7.57 ...	27.91 ...	5.61 ...	.....
San Francisco	24.70 ...	7.15 ...	31.85 ...	9.55 ...	.....
New Haven....	19.00 ...	5.18 ...	24.18 ...	1.88 ...	.....
Chicago.....	17.20 ...	4.21 ...	21.41 ...	.....	.89
Indianapolis..	16.91 ...	6.75 ...	23.66 ...	1.36 ...	.....
Fort Wayne..	17.80 ...	5.49 ...	23.29 ...	.99 ...	.....
Louisville....	19.99 ...	2.05 ...	22.04 ...	.....	.26
New Orleans..	22.22 ...	6.04	28.26 ...	5.96 ...	.....
Baltimore....	16.12 ...	6.10 ...	22.22 ...	.....	.08
St. Louis.....	19.28 ...	8.15 ...	27.43 ...	5.13 ...	.....
Jersey City...	20.55 ...	6.71 ...	27.26 ...	4.96 ...	.....
Newark.....	14.15 ...	4.82 ...	18.97 ...	.....	3.33
New York....	22.41 ...	6.23 ...	28.64 ...	6.34 ...	.....
Cincinnati....	21.10 ...	3.64 ...	24.74 ...	2.44 ...	.....
Cleveland....	16.98 ...	5.37 ...	22.30 ...	.....	.....
Columbus.....	17.32 ...	4.26 ...	21.58 ...	.....	.72
Dayton.....	20.84 ...	8.60 ...	29.44 ...	7.14 ...	....
Toledo.....	16.02 ...	7.31 ...	23.33 ...	1.03 ...	.....
Pittsburgh....	17.71 ...	8.40 ...	26.11 ...	3.81 ...	.....

From which it appears that of twenty cities whose school system is superior and compares most favorably with our own, in fifteen the cost of maintaining schools exceeds the cost in Cleveland, in many of them largely, and in only five is it less, and but a trifle. That is, the cost of public education in Cleveland is less than it is in three-fourths of the most prominent cities in the United States.

When the cost of public school education is compared with the amount expended by those who are able, and prefer to afford their children private instruction, one cannot but be impressed with the great difference. This difference is truly surprising when it is known, as can readily be demonstrated in Cleveland, that at least equal facilities for mental training and culture are afforded by the public schools.

The principal private school in this city is of high character and excellent reputation. Those of our citizens who have sent their sons to this school the past school year, paid for the tuition of each, in the grammar grade \$150, and in the primary grades \$125. Those who have sent their boys to the public schools, if they have sufficient taxable property, have paid only \$26.44 for each, from the primary to the high school grade—less than one-fifth the charge of the private school. If those who are able, voluntarily pay more than five times the cost of public school education to afford their children not superior opportunities in private schools, who is there so unjust as to complain of the extravagance of our public school system as now organized?

If we compare the salaries paid school managers—those who organize and are held responsible for the character of our school systems—with the pay of those to whom are committed other important public and private trusts, we shall find greater parsimony in providing for public education than in protecting or advancing almost any other interest. In this city there are three municipal officers who receive salaries of four thousand dollars or more; in this county there are seven judges receiving salaries of more than four thousand dollars, and four or five other county officers whose compensation greatly exceeds that sum. In this district there are three or four United States Government officials whose pay reaches four thousand dollars a year and upward. In this city there are at least ten railroad managers and principal officers who receive salaries of from four to ten thousand dollars; there are no less than ten bank managers and principal officers who are paid from four to six thousand dollars per annum; there are at least four church pastors whose salaries range from four to six thousand dollars, and there are probably fifteen attorneys

and from twelve to fifteen physicians whose annual income is from four to ten thousand dollars each.

In the school organization of Cleveland there are enrolled twenty-two thousand children. It is controlled and operated by one Superintendent, three assistant superintendents, four principals of high and normal schools and three hundred and sixty-four other teachers.

Of the interests above represented, which of them more directly and vitally concerns the temporal welfare of this community than the instruction of this army of children? In the successful advancement of which, is ability, zeal and fidelity more constantly in requisition? All must concede that no other interest can outrank that of the school in importance. And yet, in the school department, but one salary reaches four thousand dollars, that of the Superintendent of Instruction, no other now exceeds twenty-six hundred dollars.

The argument that cheaper men can be obtained is as good in the case of the private corporations mentioned as in the public; but it is claimed for the former that they cannot afford cheap service—it is true, and equally true in the case of the latter.

Could the people of Cleveland all be induced to consider candidly what a mere trifle it costs them to educate their children in the public schools compared with what they pay for what is absolutely worthless, or worse, the man who would attack the schools on the ground of the burden of their cost would be regarded a public enemy. It cost, on the basis of last year's expenditure just \$26.44 a year per capita of the average daily attendance, to build all these magnificent school buildings, equip and take care of them, pay all the teachers' salaries and all other public school expenses of every kind. The man who smokes three cigars a day (this number is perhaps a fair average for the average smoker), if he purchases them at the moderate rate of "three for a quarter," invests in this way annually \$91.25 to gratify an appetite which required fortitude and perseverance to acquire. This sum would liquidate all the city requires him to pay for the education of his three children in the public schools, and leave him \$11.93 to furnish them books and stationery. If,

instead of inhaling the man imbibes his stimulant—as too many do without improving upon the habit—the moderate drinker, with, say three drinks a day, squanders every year a sufficient amount of his substance to educate three of his own or his neighbor's children.

Who ever thinks of accusing the man of extravagance who only smokes or drinks three times a day? Those who deprecate his habits are rather disposed to commend his moderation. But let the state exact this same sum to educate his three children and many are ready to declaim against its exorbitance. Not only is the burden of state or public education light, but it is imposed, as nearly as possible, upon those most able to bear it and in the ratio of their ability. Take for example the case of the moderate smoker or drinker who invests his \$91.25 annually in unprofitable indulgence. Before the State can require him to pay this amount of money per annum to maintain public schools, he must own property of an assessed value of \$20,277—actually worth more than \$40,000—he must be independently rich. One can own a good homestead valued on the tax duplicate at \$1,500—worth more than \$3,000, and possess personal property assessed at \$500—worth \$1,000, and yet be required to pay but \$8.10 annually, for the maintenance of the public schools. If he is the possessor of no taxable property, then his children, whatever be their number, enjoy all these educational privileges free of charge.

WORK IN THE SCHOOLS.

The annual report of the Superintendent of Instruction, which accompanies this, presents a minute account of the work in the schools during the year. His statistical tables have been prepared with his usual care, and are full of valuable information. The lessons they teach us are presented in the clearest and most forcible manner. From the Superintendent's report the following facts and figures have been collated:

ENUMERATION OF CHILDREN.

Enumeration of children between 5 and 21 years of age ...	49,014
Gain on preceding year	1,971
Gain per cent.	4.2

SCHOOL ATTENDANCE.

	Higher Schools.	Grammar and Primary.	Total.
Whole number entered during school year	762	20,897	21,659
Average number belonging.....	658.2	15,320.4	15,978.6
Average daily attendance.....	634.7	14,409.3	15,044

TEACHERS.

The average number of teachers employed during the year was

HIGHER SCHOOLS:	Men.	Women.	Total.
Normal School.....	1	1	2
High Schools.....	11	10	21

GRAMMAR AND PRIMARY SCHOOLS:

Teachers having charge of school rooms, including training teachers in

Normal school.....	2	307	309
Teachers of German not having charge of school rooms.....	6	9	15

SPECIAL TEACHERS:

Music.....	1		1
Penmanship.....	1		1
Drawing.....	1		1
Gymnastics.....	1*		1*
Elocution.....	1*		1*
ASSISTANT SUP'Ts (Supervising Principals)	3†		3†
SPECIAL SUP'T Primary Instruction.....		1	1
Average number of teachers employed....	28	328	356

SALARIES OF TEACHERS.

NORMAL SCHOOL.

Principal.....	\$2,500
Assistant.....	900
Training Teachers.....	900

*Employed only part of the year.

†Including special Sup't of German.

CENTRAL HIGH SCHOOL.

Principal.....	\$3,000
First Male Assistant.....	2,000
Second Male Assistant.....	1,800
Third Male Assistant.....	1,200
Other Male Assistant.....	900
First Female Assistant.....	1,200
Second Female Assistant.....	1,100
Other Female Assistants.....	900

WEST HIGH SCHOOL.

Principal.....	\$2,500
First Male Assistant.....	1,800
Second Male Assistant.....	1,800
Third Male Assistant (also second male Ass't in East High School).....	1,200
First Female Assistant.....	1,100
Second Female Assistant.....	900

EAST HIGH SCHOOL.

Principal.....	\$2,500
First Male Assistant.....	1,100
Second Male Assistant (also third male Ass't in West High School).....	1,200
First Female Assistant.....	1,100
Second Female Assistant.....	900

GRAMMAR AND PRIMARY SCHOOLS.

Supervising Principals.....	\$2,500
Principals of Brownell, Kentucky, Outhwaite, Rockwell, St. Clair, Sterling and Tremont.....	1,200
Principals of Mayflower and Walnut.....	1,000
Principal of Case.....	950
Principals of Bolton, Hicks and Orchard.....	900
Principals of Unclassified and Washington.....	800
Principals of North, Wade and Warren.....	750

All others according to experience, as follows:

For the First Year.....	\$ 400
For the Second Year.....	450
For the Third Year.....	500
For the Fourth Year.....	550

SPECIAL SUPERINTENDENTS.

Supervising Principal of German.....	\$2,000
Special Superintendent of Primary Instruction.....	1,400

SPECIAL TEACHERS.

Teacher of Music.....	\$2,500
Teacher of Drawing.....	2,250
Teacher of Penmanship.....	2,000
Teacher of Gymnastics.....	800
Teacher of Elocution.....	1,500

The number of teachers employed, whose salaries are determined by experience and success, and the salaries they receive, are :

TEACHERS.	(June, 1877).	SALARIES.
57.....		\$600
59.....		650
<hr/>		
116 Total number.		

The number of teachers whose salaries are determined by experience only, and the salaries paid, are as follows :

TEACHERS.	(June, 1877).	SALARIES.
12.....		\$400
39.....		450
40.....		500
72.....		550
<hr/>		
163 Total number.		

The number of teachers whose salaries are determined by the positions they occupy, including Superintendents, and the salaries paid, are as follows :

TEACHERS.	(June, 1877).	SALARIES.
1.....		\$4,000
1.....		3,000
6.....		2,500
1.....		2,250
3.....		2,000
3.....		1,800
1.....		1,500
1.....		1,400

TEACHERS.	(June, 1877.)	SALARIES.
10.....		1,200
4.....		1,100
3.....		1,000
1.....		950
17.....		900
3.....		850
17.....		800
5.....		75
77 Total number.		

In readjusting the salaries for the current year, there was a concurrence of opinion that the times demanded a reduction of salary, but there was great diversity of judgment as to the proper basis and amount of reduction. Some were in favor of taking off a certain per cent. from the last years' schedule in all the grades; others advocated reduction only in the higher salaries. The result was a schedule on the basis of last year's, leaving all salaries of \$650 and below, as they have been for several years, and reducing all above this figure, with a few exceptional cases, about ten per cent. The following table exhibits the current year's salaries and the number of teachers employed at each rate.

NO. OF TEACHERS.	SALARIES.	NO. OF TEACHERS.	SALARIES.
1.....	\$4,000	2.....	\$950
1.....	2,600	3.....	900
1.....	2,300	2.....	850
5.....	2,100	17.....	800
1.....	1,900	28.....	750
2.....	1,700	5.....	700
5.....	1,600	69.....	650
4.....	1,200	51.....	600
1.....	1,100	85.....	550
1.....	1,080	29.....	500
8.....	1,050	43.....	450
3.....	1,000	6.....	400

It has occurred to me at this point for the purpose of giving an intimation of what is done in the schools, to submit a few comparative figures showing results now and eight years ago, when the new regime under Mr. Rickoff was first fully inaugurated.

The following is an extract from a statement made by Mr. James, Supervising Principal of the First District:

"From the statistics of 1868-9 and 1876-7 we are able to make some very interesting comparisons. The following will be found of special significance:

	1868-9.	1876-7.
Total enumeration.....	25,823	47,943
Whole number registered.....	11,151	21,659
Average number belonging to school.....	7,694.7	15,978.6
Average daily attendance.....	7,222.3	15,044
Per cent. of No. registered on enumeration.	44.2	45.2
Per cent. of attendance on No. registered..	64.7	69.4
Per cent. of attendance on No. belonging..	91.2	94.1

It will be observed that while the number registered has increased from 11,151 to 21,659, the ratio of the enrollment to the enumeration has slightly increased. In the former year 44.2 per cent., or 442 in every 1,000 enumerated, were in the public schools. Last year there was 45.2 per cent., or 452 in every 1,000. In the number of pupils in the higher classes, the comparison of these two years shows a very marked improvement. By the following table this may readily be seen.

	1868-9.	1876-7.
Number enrolled in High Schools.....	249	762
Number enrolled in A Grammar Grades.....	201	542
Number enrolled in B Grammar Grades.....	283	820
Number enrolled in C Grammar Grades.....	491	1,137

In all these comparisons of higher classes the D grade class is omitted, from the fact that in going from the old to the new course of study as was done eight years ago, the classification below the C grade was, for a time quite imperfect, so that comparison of the D and lower classes of these two periods would have little or no value. The proportion of pupils in the higher classes has very considerably increased. This can be seen by the following table, showing what percentage of the whole number of pupils enrolled are found in the upper classes:

	1868-9.	1876-7.
High School.....	2.2	3.3
A Grammar.....	1.8	2.5
B Grammar.....	2.5	3.8
C Grammar.....	4.4	5.2

By reducing this to the basis of the thousand this may more easily be understood. Out of every 1,000 pupils eight years ago, 22 were in the High Schools, 18 in the A Grammar, 25 in the B and 44 in the C. Now out of every 1,000 pupils in the schools, 33 are in the High Schools, 25 in the A Grammar, 38 in the B and 52 in the C. This is an actual gain of over thirty per cent.

As has already been stated, the regularity of the attendance has greatly improved in the last eight years. The number of withdrawals from school has steadily diminished and the percentage of attendance has improved. The following tabular arrangement will show what percentage of the total enrollment has remained to the end of the year :

	1868-69.	1876-7.
High Schools...	71.9	77.8
A Grammar...	61.8	76.5
B Grammar...	62.7	70.6
C Grammar...	66.3	69.1

Although in all these classes there has been great gain in the permanency of attendance, it is a little singular that the most marked improvement has been in the A Grammar class, which in 1868-9 was taught by gentlemen, but since then has been taught by ladies. It is often claimed that both boys and girls of the higher grammar grades will lose their interest in school if they are put under the tuition of ladies, and to prevent their withdrawal from school, many of the cities of the country employ gentlemen, at higher salaries, to instruct these A grammar pupils. The experience of Cleveland proves that the exact opposite is the fact. In 1868-9 when male teachers were employed, out of every 100 pupils enrolled in the A class 33 withdrew before the close of the year; in 1876-7 with female teachers, only 22 out of each 100 withdrew. In the former year only 128 pupils remained till the close of the year; last year 417 remained and were present at the final examination.

In the promotions to the High Schools the comparison is also favorable to the latter year. Of the total enrollment in the A classes in 1868-9 less than forty-five per cent. were promoted to

the High Schools. In the year just closed more than eighty-one per cent. have passed the final examinations. An examination of the questions used then and now will convince any candid person that the standard has been considerably advanced since 1869."

A careful study of the facts here presented furnishes cumulative and conclusive evidence of the steady, continuous advance of our schools to a higher degree of excellence. The ratio of the whole enumeration is constantly increasing; the percentage of the whole enrollment found in the higher classes has advanced rapidly, showing a gain of over thirty per cent.; the regularity of attendance shows decided improvement, and the standard of scholarship has been much advanced. The following extract from the same statement is excellent testimony as to the completeness of our organization and the judicious management of our teachers.

"From the reports of the Principals it appears that in 1869-70 (the records of 1868-9 being lost), there were 1,289 cases of corporal punishment inflicted in the schools of the city within the year. The last year there were 140 cases. In the former year there were 166 cases to each 1,000 pupils; last year 9 cases to each 1,000 pupils. This is in keeping with what has been generally understood that the kind of discipline has been greatly improved within a few years. Very many teachers have not felt compelled to resort to the sterner means of corporal punishment for several years. Yet no one will contend that during this time the discipline of the schools has deteriorated. On the contrary those conversant with the facts assure us that they are more efficiently governed than formerly."

This must be to parents grateful assurance that their children are not likely now to receive ill treatment at school.

THE PUBLIC LIBRARY.

The usefulness of the Public Library has been seriously impaired a portion of the past year. In compliance with a generally accepted construction of the law which authorized its establishment, the proceeds of the tax levy of $\frac{1}{16}$ mill therein

provided for, has been used exclusively for the purchase of new books and rebinding old ones, and all expenditures for the care of the Library, rent of rooms, furniture, etc., has been paid from the School fund.

By the disbursement of this amount of money for books, the Library has been rapidly increased, and the demand of the public upon it become so great as to require extensive apartments and a large force of assistants to meet the demand.

The City Solicitor having decided that no money could legally be taken from the School Fund for Library purposes, and there being not more than a sufficient amount of money to the credit of the Library Fund to pay expenses then contracted, on the 1st day of July the Board closed the Library until the 10th of September, after the receipt of the last half of the proceeds of the Library levy. The Library was then opened, but with greatly restricted facilities, only two assistants with the Librarian being employed, instead of fourteen, including evening help. The Reference and reading Rooms could not be kept open under this regulation, each of these rooms requiring one additional helper. The Reference Room, in particular, is one of great interest to the public, and should not be kept closed. It contains 3,365 volumes, many of them rare and of great value as books of reference, and to which the public should have access. Respecting the Reading Room, there may be some question as to the policy of maintaining it in connection with the School Library at public expense.

Having accumulated this large Library, and having excellent rooms in the City Hall for its accommodation, it would seem to be the part of wisdom to make it available for public use in the fullest measure.

If, without increasing the tax levy, a small addition could be made to the revenue for maintaining this institution, it would be an accommodation to the people to make it. It is suggested that the School levy be slightly reduced and the levy for Library purposes be correspondingly increased.

The Receipts and Disbursements on account of the Library Fund for the year were as follows:

LIBRARY FUND.

RECEIPTS.

Balance on hand August 31st, 1876.....	\$5,999 15
Tax Levy—First Installment.....	4,196 78
Tax Levy—Second Installment.....	2,984 40
Fines and Sale of Catalogues.....	103 13
	<hr/> \$13,283 46

EXPENDITURES.

For Books.....	\$8,119 65
For Binding.....	565 85
For Papers.....	196 89
For new Catalogues.....	1,074 52
Librarian's and Assistants' Salaries from May 1st, 1877, to August 31st, 1877—four months.....	1,603 47
	<hr/> \$11,560 38
Balance on hand September 1st, 1877.....	1,723 08
	<hr/> \$13,283 46

The amount appropriated from the school fund for library purposes was \$7,131.57, making the total cost for the year \$18,691.95.

The total number of available volumes now in the library is 25,117. There were added during the year 3,509.

The patronage of the Library can be inferred from the following figures: Books drawn during the months of January, February and March 73,093; total drawn during the year, 189,197. Number of books rebound, 2,439; number repaired, 17,500; number condemned, 1,023.

SCHOOL PROPERTY.

The usual property table is attached to this report. It exhibits in tabular form the location and size of sites and buildings, the number of rooms, the kind of furniture and heating apparatus and an estimate of the value of all. It contains all additions made the past year.

CONCLUSION.

The results of the year's work are very satisfactory. They tend directly to confirm as true and merited the complimentary mention so frequently made of our public schools. What promises especially well for our system is, that notwithstanding their enviable reputation, for what they have already done, our Superintendents and Teachers are all on the alert for defective points, are anxious to have them pointed out, and are prompt to apply the proper remedies. With such a corps of instructors a still higher degree of excellence is inevitable.

M. G. WATTERSON,

CLEVELAND, Jan. 19, 1878.

President.

T A B L E,
Showing School Property:—Size, Location and Estimated Value of Sites, Cost of Buildings, Furniture, etc.

September 1, 1877.

SCHOOL BUILDINGS.	LOCATION AND SIZE OF LOTS.	Date of Erec- tion.	Estimated Value of Site.	Number of Rooms.	Number of Seats.	Cost of Buildings and Improvements.	How Seated.	Value of Furniture.	How Heated.	Cost of Heating Fix- tures.	Total Value of Property.
Prospect	On P. near Sheriff; 50 on P. by 135.2 on Prospect Alley. School Offices.	1886	\$25,000			\$ 5,000	Single Desks.	\$1,000	{ Stoves & / { Grates }	\$ 150	\$ 31,150
Central High	On Willson ave., bet. Cedar ave. and Garden street.	1877	34,500	25		75,000	Single Desks.		Steam	10,000	119,500
Central High	On Euclid, bet. Erie and Sheriff; 104 on Euclid by 197.	1886	60,000	12	350	35,000	Single Desks.	2,491	Furnace	3,000	100,491
West High.	At Inters'n of Ann and State; 104 5-12 on Ann and State by 84 rear line.	1881	10,000	9	148	27,166	Single Desks.	1,285	Furnace	2,000	40,481
East High and Bolton	Facing Bolton and Bell, bet. Cedar & Euclid; 310 on Bolton & Bell by 380	1888	24,000	9	383	30,000	Single Desks.	2,085	Furnace	575	62,680
Alabama	Cor. St. Clair and Alabama; 109 on St. Clair by 130 on Alabama.	1888	12,000	9	408	20,000	Single Desks.	350	Stoves	135	32,485
Brownell	On Brownell, cor. Sumner; 124 3-12 on Brownell by 273 3-2 on Sumner.	1885	25,000	24	1350	44,000	Single Desks.	3,408	Steam	7,800	80,208
Case	Case and Cooper; 132 10-12 on on Broadway, near Ashbel; 188 2-12 on Broadway; mean depth, 350 4-13 ft.	1875	12,175	22	1124	50,000	{ Single Desks / { and Chairs }	4,200	Steam	7,615	78,990
Charter Oak.	Cor. Clark and Hamburg; 120 on Clark by 276 on Hamburg.	1870	4,000	2	116	4,000	Single Desks.	181	Stoves	40	8,221
Clark	On Crawford, cor. Dean; 165 on Dean by 140 feet on C.; west line, 115 feet.	1873	5,000	4	243	3,020	{ Single Desks / { and Chairs }	355	Stoves	60	8,435
Crawford.	On Crawford, cor. Dean; 165 on Dean by 140 feet on C.; west line, 115 feet.	1873	1,500	1	41	500	Double Desks.	75	Stove	15	2,000
Dunham	On Dunham, (west side,) bet. Beecher and March; 18 on Dunham by 124.8		500				No Building				500
Dunham	On Dunham, (east side,) bet. Beecher and March; 128 on Dunham by 170.	1871	5,780	1	54	600	Double Desks.	67	Stove	15	6,442
Euclid	On Euclid, near Fairmount; 96 on Euclid by 450.		19,840	5	288	5,500	Single Desks.	900	Stoves	40	25,945
Eagle	On Eagle, bet. Woodland and Erie; 100 on Eagle by 175.	1865	16,000	9	495	21,000	R. & D. Desks.	1,141	Stoves	185	38,376
Erie	On Erie, cor of Hitchcock.	1877	Leased	2	120	1,000	Single Desks	150	Stoves	35	1,185

Fairmount...	On Fairmount, near Euclid; 140 on Fairmount by 288	1874	11,300	4	218	2,618	Single Desks...	643	Stoves	60	14,521
Garden...	Cor. Garden and Ashland; 160 on Garden by 190 on Ashland	1870	6,400	4	116	7,500	Single Desks...	183	Stoves	00	14,153
Gordon...	On Gordon, cor. Pear; 125 on Gordon by 2 7-12 on Pear	1873	12,000	2	185	2,300	Desks & Chairs...	123	Stoves	30	14,453
Hicks...	On Hicks, bet. Bridge and Lorain; 132 on Hicks by 156	1858	9,500	14	764	19,545	{ S. & D. Desks } { and Chairs, }	1,675	Stoves	165	30,885
Independ'nce	On Ind. bet. Covert and Deveny; 134 8-12 on Ind.; mean depth, 140 2-12 ft.	1871	1,500	1	48	1,000	Double Desks...	92	Stoves	15	2,907
Kentucky...	On Kentucky, cor. Reservoir; 130 on Kentucky by 198 on Reservoir	1852	12,000	18	729	31,939	Single Desks...	2,924	Furnace	5,162	55,025
Kinsman...	On Kinsman, near Madison; 115 8-12 on Kinsman by 153 9-12		1,470	2	117	2,000	Single Desks...	116	Stoves	15	3,601
Lovejoy...	On Lovejoy, (ceased)	1875		2	96	1,300	Single Desks...	168	Stoves	30	1,498
Madison...	On Madison, bet. Superior and St. Clair; 318 6-12 on Madison by 407	1873	5,400	2	122	3,500	Single Desks...	100	Stoves	30	9,080
Marion...	On Marion, cor. Sked; 70 on Marion by 125 on Sked	1873	6,000	2	50	400	Single Desks...	30	Stove	15	6,445
Mayflower...	Cor. Mayflower and Orange; 99 on Orange by 250 on Mayflower	1854	23,000	26	1,319	45,893	{ Single Desks } { and Chairs, }	3,500	Steam	5,730	77,613
Meyer...	Cor. Brighton and Meyer; 130 on Brighton by 157 7-12 on Meyer	1870	3,250	3	98	5,000	S. & D. Desks...	219	Stoves	45	8,514
North...	Cor. Union and Broadway; 66 on Broadway and extends to Center	1869	7,168	10	406	4,000	S. & D. Desks...	928	Stoves	105	12,199
Orchard...	On Peach, facing Orchard; 297 on Peach by 190	1869	14,000	20	1,185	58,535	Single Desks...	2,481	Steam	5,174	80,240
Outhwaite...	On Outhwaite, bet. Willson and Kenward; 163 on Outh.; mean depth, 175	1874	16,624	26	1,404	52,300	Single Desks...	4,676	Steam	6,825	80,225
Quincy...	On Quincy, near East Madison; 132 on Quincy by 293	1873	7,500	2	128	2,125	Single Desks...	149	Stoves	30	9,804
Ridge...	On Ridge Road, near cor. Chestnut Ridge; 99 on Ridge Road by 99	1869	1,000	1	46	500	Double Desks...	110	Stove	15	1,625
Rockwell...	Cor. Rockwell and Bond; 190 7-12 on Rockwell by 165 on Bond	1869	60,000	18	1,028	65,178	Single Desks...	2,666	Steam	5,714	183,558
CARRIED FORWARD...											\$1,194,746
											\$60,666
											\$86,766
											\$632,919
											13,109
											291
											\$456,247

TABLE—Showing School Property, etc.—CONTINUED.

SCHOOL BUILDINGS.	LOCATION AND SIZE OF LOTS.	Date of Erec- tion.	Estimated Present Value of Sites.	Number of Rooms.	Number of Seats.	Cost of Buildings and Improvements.	How Seated.	Value of Furniture.	How Heated.	Cost of Heating Fix- tures.	TOTAL VALUE OF PROPERTY.
	BROUGHT FORWARD.....		\$458,247	291	13,109	\$632,919		\$38,769		\$50,096	\$1,194,746
South.....	On South Ave.; 220 on South Ave. by 130 on Barkwill.....	1875	5,000	2	120	950	Single Desks.....	320	Stoves.....	40	6,310
St. Clair.....	On St. C. bet. Dodge and N Perry; 207 6-12 on St. C. by 250 6-12 to Oregon.....	1880	50,000	18	977	58,133	Single Desks.....	1,968	Steam.....	5,714	115,845
Sterling.....	On 1st E. bet. Dodge and a Street 16-19 on St. C. 27-30 on St. C. 17-19 to C.....	1868	27,000	24	1,406	55,463	Single Desks { and Chairs, }	3,044	Hot Water.....	8,582	94,109
Tremont.....	On W. 12th E. T. and P. Pelton; 165.6 on W. 12th on T. 220 on P.; rear line, 257 Cor. Union and Gaylord; 284 on Union.....	1873	25,556	20	1,077	42,538	Single Desks.....	2,500	Steam.....	6,530	77,194
Union Mills..	On W. 12th on T. 220 on P.; rear line, 257 Cor. Union and Gaylord; 284 on Union.....	1874	2,500	4	158	1,500	Single Desks.....	183	Stoves.....	30	4,213
Wade.....	On Wade and Mill; 50 on Wade by 130 on Mill and Mill.....	1864	1,600	4	199	3,000	Single Desks.....	812	Stoves.....	60	4,972
Wade.....	Also, one rented building cor. Erin and Hitchcock.....			5	190		Double Desks.....	300	Stove.....	100	400
Walnut.....	On Walnut bet. Mechanic and Home; 100 on Walnut; mean depth, 175 ft.....		5,000	12	601	9,500	{ S. & D. Desks { and Chairs, }	1,466	Stoves.....	180	16,146
Walton.....	Cor. Walton and Rhodes; 134 5 on Wal- ton by 180 on Rhodes.....	1873	7,000	4	268	4,466	Single Desks.....	742	Stoves.....	60	13,168
Warren.....	On Warren; 190 on Warren by 340 to Trumbull.....	1869	6,000	10	605	7,643	Single Desks.....	824	Stoves.....	120	14,587
Washington..	On Detroit, cor. St. Paul; 290 on D. by 132 on St. P.; 109 6-12 on Wash.....	1870	19,000	13	703	38,000	Single Desks.....	1,978	Steam.....	3,500	62,178
Willson.....	On Kinsman; 44 3-12 on Kinsman; mean depth, 250 2-12 feet.....		2,200								2,200
Woodland...	On Woodland, bet. Taylor and Bis- marck; 66 on Woodland by 190.....		1,470	2	100	2,000	Single Desks.....	192	Stoves.....	30	3,092
	TOTAL.....		\$611,473	405	19,734	\$459,132		\$51,729		\$45,043	\$1,098,074

CLERK'S REPORT.

To the Honorable the Board of Education :

GENTLEMEN:--A statement in detail of the Receipts and Expenditures of the different Schools for the year ending August 31st, 1877, is herewith respectfully submitted.

THOS. R. WHITEHEAD,

Clerk.

RECEIPTS.

Local Tax Levy—

First Installment.....	\$188,855 32	
Second Installment.....	184,297 88	
		<u>\$323,153 20</u>

State Appropriation—

First Installment.....	\$ 86,816 71	
Second Installment.....	32,459 25	
		<u>69,275 96</u>
Newburgh.....		203 43
East Cleveland.....		357 80
Brooklyn.....		<u>228 98</u>

Total Tax Receipts..... \$393,219 37

Miscellaneous—

Institute Fund.....	61 50
Insurance on Euclid Avenue Building.....	909 93
Tuition.....	788 00
Willson Avenue Land.....	3,304 80
Willson Avenue Land Interest.....	1,589 81
Case Avenue School House.....	200 00
Case Avenue School House Interest.....	20 00
Damages—Union Mills Lot—Woodland Hills Avenue	75 50
Night Drawing School.....	112 00
Sale Old Furniture, etc.....	<u>20 90</u>

400,301 81

Balance on hand August 31st, 1876..... 183,401 88

TOTAL RECEIPTS..... \$583,703 69

DISBURSEMENTS.

Salaries of Superintendent and Teachers.....	\$247,986 64
Salaries of Officers of the Board.....	8,333 00
Salaries of Librarian and Assistants.....	5,492 61
Salaries of Janitors.....	16,754 70
Fuel.....	8,835 14
Repairs.....	3,884 54
Supplies.....	4,605 60
Furniture—New, \$8,164.31; Repaired, \$320.96.....	8,485 27
Heating Apparatus—New, \$3,796.03; Repaired, \$1,832.62...	5,628 65
Insurance.....	4,082 44
Rent.....	758 89
Special Taxes on School Property.....	58 65
Taking School Census.....	809 40
Gas.....	1,003 21
Board of Examiners.....	127 00
Printing and Binding.....	5,641 83
Interest.....	1,629 95
Advertising.....	24 60
Land for Building Sites.....	15,542 39
Construction and Permanent Improvements.....	50,505 07
Willson Avenue Land Bonds Redeemed.....	6,291 40
Miscellaneous Expenditures.....	1,299 91
TOTAL EXPENDITURES.....	\$397,780 89

DETAILED STATEMENT OF EXPENDITURES.

<i>Normal School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$ 3,400 00		
Janitor.....	154 00		
Repairs.....	142 90		
Supplies.....	144 61		
Furniture.....		\$16 64	
Insurance.....		58 35	
Fuel.....	35 43		
Books and Globe.....		150 65	
	<u>\$ 3,876 94</u>	<u>\$ 225 64</u>	<u>\$ 4,102 58</u>

<i>Central High School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$14,407 50		
Janitor.....	540 00		
Repairs.....	174 77		
Supplies.....	268 36		
Heating Fixtures.....	45 55	\$ 16 54	
Furniture.....	21 82	61 03	
Insurance.....		195 00	
Fuel.....	434 79		
Gas.....	45 64		
Gymnasium Building.....		240 62	
Commencement Expenses..	145 70		
Apparatus and Books.....		319 64	
Water Connections.....	4 00		
Transportation Pupils.....	142 79		
Sprinkling Tax.....		11 06	
Abstract of Property.....		8 00	
Printing	13 00		
	<hr/> \$16,243 92	<hr/> \$ 851 89	<hr/> \$17,095 81

New High School—

Land.....	\$11,680 00	
Construction.....	30,668 08	
	<hr/> \$42,348 08	<hr/> \$42,348 08

East High School—

Tuition.....	\$ 6,031 25		
Janitor.....	340 00		
Repairs.....	115 06		
Supplies.....	545 12		
Heating	1 50		
Furniture.....	8 25		
Insurance		\$ 134 75	
Fuel	135 13		
Apparatus.....		322 00	
Photograph.....		8 00	
Books.....		12 50	
Abstract of Property.....		8 00	
Commencement Expenses..	27 02		
	<hr/> \$ 7,203 33	<hr/> \$ 485 25	<hr/> \$ 7,688 58

<i>West High School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$ 8,700 00		
Janitor.....	447 16	•	
Repairs.....	188 78		
Supplies.....	110 86		
Heating.....	24 74		
Furniture.....	2 00		
Insurance.....		164 25	
Fuel.....	269 85		
Fences.....		15 00	
Painting.....		35 82	
Gas.....	16 81		
Apparatus.....		175 76	
Partition.....		8 75	
Sprinkling.....		66 47	
Books.....		12 50	
Abstract of Property.....		8 00	
Commencement Expenses..	48 44		
	<hr/> \$ 9,806 64	<hr/> \$ 486 55	<hr/> \$10,295 19
<i>Alabama School—</i>			
Repairs.....	44 75		
Insurance.....		15 00	
Fences.....		12 25	
Abstract of Property.....		8 00	
Sprinkling.....		8 38	
	<hr/> \$ 44 75	<hr/> \$ 43 63	<hr/> \$ 88 38
<i>Alabama (Night) School—</i>			
Tuition.....	\$ 121 50		
Janitor.....	20 50		
Supplies.....	13 92		
Furniture.....	2 30		
Fuel.....	7 65		
	<hr/> \$ 165 87	<hr/>	<hr/> \$ 165 87
<i>Bolton School—</i>			
Tuition.....	\$ 4,936 50		
Janitor.....	218 00		
Fuel.....	202 63		
Repairs.....	1 00		
Supplies.....	28 03		
Furniture.....	6 45		
	<hr/> \$ 5,392 63	<hr/>	<hr/> \$ 5,392 63

<i>Brownell School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$17,053 13		
Janitor	1,079 00		
Repairs.....	194 30		
Supplies.....	81 22		
Heating.....	116 64	\$ 720 22	
Furniture.....	21 50	60 40	
Insurance.....		292 05	
Fuel.....	1,157 41		
Walks.....		45 77	
Fences.....		14 86	
Gas.....	22 74		
Water Connections.....		31 10	
Vestibule.....		190 17	
Abstract of Property.....		8 00	
Ventilation.....		69 45	
	<hr/> \$19,665 94	<hr/> \$1,432 02	<hr/> \$21,097 96

Case School--

Tuition.....	\$ 9,740 00		
Janitor	835 00		
Repairs.....	83 43		
Supplies.....	76 34		
Construction.....		\$ 5,477 27	
Land.....		1,674 75	
Heating.....	82 90	1,474 61	
Furniture	2 78	4,010 04	
Insurance.....		112 50	
Fuel.....	689 08		
Rent.....		20 00	
Fences		604 64	
Gas Fixtures....		44 50	
Gas.....	5 73		
Abstract of Property.....		8 00	
Sewer & Water Connect'ns		252 70	
Fence.....	9 58		
Grading.....		50 50	
	<hr/> \$11,524 84	<hr/> \$13,729 51	<hr/> \$25,254 85

	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
<i>Charter Oak—</i>			
Tuition.....	\$1,100 00		
Janitor.....	78 00		
Repairs.....	19 88		
Supplies.....	10 40		
Heating.....	2 30		
Fuel.....	38 99		
Well.....		\$36 45	
Abstract of Property.....		8 00	
	<hr/> \$1,249 57	<hr/> \$44 45	<hr/> \$1,294 02
<i>Crawford School—</i>			
Tuition.....	\$550 00		
Janitor.....	39 00		
Repairs.....	7 18		
Supplies.....	10 00		
Fuel.....	17 16		
Abstract of Property.....		8 00	
	<hr/> \$623 34	<hr/> \$8 00	<hr/> \$631 34
<i>Clark School—</i>			
Tuition.....	\$2,150 00		
Janitor.....	156 00		
Repairs.....	14 35		
Supplies.....	19 45		
Heating.....	3 64	\$ 6 00	
Furniture.....	2 40		
Insurance.....		50 00	
Fuel.....	119 61		
Abstract of Property.....		8 00	
	<hr/> \$2,465 45	<hr/> \$64 00	<hr/> \$2,529 45
<i>Dunham School—</i>			
Tuition.....	\$550 00		
Janitor.....	39 00		
Repairs.....	1 87		
Supplies.....	9 50		
Heating.....	3 64		
Insurance.....		\$10 63	
Fuel.....	27 46		
Fences.....		114 61	
Painting.....		50 65	
Grading.....		15 75	
Abstract of Property.....		8 00	
	<hr/> \$631 47	<hr/> \$199 64	<hr/> \$831 11

<i>Drawing (Night) School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$587 00		
Supplies.....	13 10		
Furniture.....	38 81		
Gas	156 28		
Gas Fixtures.....	53 80		
Advertising.....	3 60		
Drawing Boards.....	53 88		
Platforms.....	81 60		
	<hr/>	<hr/>	<hr/>
	\$988 07		\$988 07
<i>Eagle School—</i>			
Tuition.....	\$2,687 38		
Janitor	286 00		
Repairs.....	161 66		
Supplies.....	45 19		
Heating.....	40	\$ 14 12	
Furniture.....		34 23	
Insurance		142 35	
Fuel.....	158 95		
Painting.....		110 00	
Abstract of Property.....		8 00	
Sprinkling.....		5 00	
Sewer Connection.....		14 10	
Front Door.....		210 00	
	<hr/>	<hr/>	<hr/>
	\$3,339 58	\$546 80	\$3,886 38
<i>Euclid School—</i>			
Tuition.....	\$1,920 00		
Janitor	199 00		
Repairs.....	117 30		
Supplies.....	22 68		
Construction.....		\$2,634 34	
Heating.....	4 79	16 67	
Furniture.....	22 37	455 14	
Insurance		27 75	
Fuel.....	82 86		
Rent		143 16	
Fences.....	10 00		
Grading.....		10 00	
Abstract of Property.....		8 00	
Sprinkling.....		12 58	
	<hr/>	<hr/>	<hr/>
	\$2,879 00	\$3,307 64	\$5,686 64

<i>Erin School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Janitor	\$161 00		
Repairs	49 23		
Supplies	11 00		
Construction		\$300 51	
Heating		30 41	
Furniture	3 00	129 19	
Insurance		14 37	
Fuel	43 33		
Rent		250 00	
Fence	2 25		
Lease		5 00	
Water Connections		24 71	
	<hr/> \$269 81	<hr/> \$754 19	<hr/> \$1,024
 <i>Fairmount School—</i>			
Tuition	\$2,316 00		
Janitor	156 00		
Supplies	10 05		
Heating	3 00		
Furniture	5 50		
Insurance		37 50	
Fuel	61 73		
Abstract		8 00	
	<hr/> \$2,552 28	<hr/> \$45 50	<hr/> \$2,597 78
 <i>Garden School—</i>			
Tuition	\$1,100 00		
Janitor	78 00		
Repairs	14 70		
Supplies	10 50		
Heating	3 00		
Furniture	7 65		
Insurance		3 00	
Fuel	35 06		
Well	5 32		
Abstract		8 00	
	<hr/> \$1,254 23	<hr/> \$11 00	<hr/> \$1,265 23

<i>Gordon School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$1,056 00		
Janitor.....	84 00		
Repairs.....	21 85		
Supplies.....	8 80		
Heating.....	3 64	\$ 3 00	
Insurance.....		22 50	
Fuel.....	31 23		
Rent.....		12 00	
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$1,205 52	\$45 50	\$1,251 02

Headquarters—

Janitor.....	\$420 00		
Repairs.....	16 99		
Supplies.....	349 86		
Heating.....	7 24		
Furniture.....	85	\$32 19	
Insurance.....		71 95	
Fuel.....	99 81		
Fence.....	18 34		
Gas.....	44 29		
Printing.....	55 00		
Postage.....	39 94		
Sodding.....		14 60	
Sprinkling.....		10 15	
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$1,051 82	\$136 89	\$1,188 71

Hicks School—

Tuition.....	\$ 8,734 00		
Janitor.....	621 00		
Repairs.....	198 11		
Supplies.....	101 70		
Heating.....	11 34	38 62	
Furniture.....	1 00	11 07	
Insurance.....		157 40	
Fuel.....	282 97		
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$ 9,950 12	\$ 215 09	\$10,165 21

<i>Independence School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$ 505 00		
Janitor.....	39 00		
Repairs.....	84		
Supplies.....	14 34		
Heating.....	1 50		
Insurance.....		14 37	
Fuel.....	14 38		
Fences.....		25 61	
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$ 575 06	\$ 47 98	\$ 623 04

Kentucky School—

Tuition.....	\$11,713 25		
Janitor.....	920 00		
Repairs.....	128 10		
Supplies.....	97 98		
Construction.....		869 08	
Heating.....	70 54		
Furniture.....	1 00	541 93	
Insurance.....		175 25	
Fuel.....	282 28		
Rent.....		247 24	
Fences.....		121 50	
Painting.....		21 00	
Gas.....	5 42		
Abstract of property.....		8 00	
Lease.....		5 00	
	<hr/>	<hr/>	<hr/>
	\$ 18,218 57	\$ 1,989 00	\$ 15,207 57

Kinsman School—

Tuition.....	\$ 1,168 75		
Janitor.....	78 00		
Repairs.....	41 26		
Supplies.....	5 00		
Furniture.....	1 75		
Fuel.....	25 38		
Fences.....	1 75		
Abstract.....		8 00	
Painting.....		62 05	
	<hr/>	<hr/>	<hr/>
	\$ 1,321 89	\$ 70 05	\$ 1,391 94

<i>Lovejoy School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$ 530 00		
Janitor.....	39 00		
Supplies.....	4 45		
Fuel.....	22 45		
Rent.....		61 49	
	<hr/> \$ 595 90	<hr/> \$ 61 49	<hr/> \$ 657 39

Library—

Librarian and Assistants...	\$ 5,492 61		
Janitor.....	270 00		
Repairs.....	82 34		
Supplies.....	14 00		
Furniture.....	5 25	688 74	
Insurance, ..		170 00	
Gas.....	408 63		
	<hr/> \$ 6,272 83	<hr/> \$ 858 74	<hr/> \$ 7,131 57

Madison School—

Tuition.....	1 050 00		
Janitor.....	78 00		
Repairs.....	21 58		
Supplies.....	14 48		
Insurance.....		18 75	
Fuel.....	15 15		
Fences.....	4 77		
Well.....	2 59		
Abstract.....		8 00	
	<hr/> \$ 1,186 57	<hr/> \$ 26 75	<hr/> \$1, 213 32

Marion (Unclassified) School—

Tuition.....	\$800 00		
Janitor.....	3 00		
Repairs.....	31 40		
Supplies.....	3 33		
Heating.....	88		
Furniture.....		\$8 95	
Fuel.....	19 82		
Walks.....		8 00	
Sprinkling.....		7 35	
Abstract.....		8 00	
	<hr/> \$858 43	<hr/> \$32 30	<hr/> \$890 73

<i>Mayflower School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$13,164 75		
Janitor.....	1,019 00		
Repairs.....	453 60		
Supplies.....	131 45		
Construction.....		\$3,681 10	
Heating.....	63 61	794 54	
Furniture.....	92 10	390 98	
Insurance.....		293 19	
Fuel.....	506 11		
Fences.....		93 09	
Gas.....	41 23		
Water Connections.....		38 00	
Ventilators.....		120 75	
Sprinkling.....		81 54	
Abstract.....	8 00		
	<hr/> \$15,471 85	<hr/> \$5,501 19	<hr/> \$20,973 04

Meyer School—

Tuition.....	\$650 00		
Janitor.....	39 00		
Repairs.....	5 50		
Supplies.....	5 00		
Insurance.....		\$14 65	
Fuel.....	18 56		
Abstract.....		8 00	
	<hr/> \$718 06	<hr/> \$22 65	<hr/> \$740 71

Newsboys' Night School—

Tuition.....	\$126 00		
Janitor.....	6 00		
	<hr/> \$132 00	<hr/>	<hr/> \$132 00

North Night School—

Tuition.....	\$136 50		
Janitor.....	13 40		
Supplies.....	8 87		
	<hr/> \$158 77	<hr/>	<hr/> \$158 77

<i>North School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$4,892 75		
Janitor	357 00		
Repairs.....	49 79		
Supplies.....	30 96		
Land.....		\$792 00	
Heating.....	5 24		
Furniture.....	3 80	8 75	
Fuel.....	151 55		
Fences.....	37 04		
Abstract.....		16 00	
	<hr/>	<hr/>	<hr/>
	\$5,528 13	\$816 75	\$6,344 88
<i>Outhwaite School—</i>			
Tuition.....	\$16,217 70		
Janitor	1,006 00		
Repairs.....	180 63		
Supplies.....	88 84		
Construction.....		\$1,044 27	
Land		9 74	
Heating.....	460 36	76 43	
Furniture.....	23 74	703 02	
Insurance.....		84 24	
Fuel.....	798 95		
Fences.....	3 00		
Gas.....	59 85		
Ventilators.....		245 81	
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$18,839 07	\$2,171 51	\$21,010 58
<i>Orchard School—</i>			
Tuition.....	\$10,890 88		
Janitor	872 76		
Repairs.....	118 26		
Supplies.....	50 37		
Construction.....		\$ 899 67	
Heating.....	295 21	29 29	
Furniture.....		139 72	
Insurance.....		200 40	
Fuel.....	464 10		
Rent.....		25 00	
Painting.....	50		
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$12,692 08	\$1,302 08	\$13,994 16

	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
<i>Quincy School—</i>			
Tuition.....	\$1,015 00		
Janitor	78 00		
Repairs.....	7 33		
Supplies.....	6 00		
Insurance.....		\$ 49 37	
Fuel.....	33 82		
Grading.....		100 50	
Abstract.....		8 00	
	<hr/> \$1,140 15	<hr/> \$157 87	<hr/> \$1,298 02
<i>Ridge School—</i>			
Tuition.....	\$510 00		
Janitor	42 00		
Repairs.....	15 98		
Supplies.....	7 00		
Heating.....	3 64		
Insurance.....		\$17 50	
Fuel.....	13 35		
Well.....	3 38		
Abstract.....		8 00	
	<hr/> \$595 35	<hr/> \$25 50	<hr/> \$620 85
<i>Rhodes School—</i>			
Janitor.....	\$164 00		
Repairs.....	15 01		
Supplies.....	1 30		
Heating.....	12 45	\$20 90	
Furniture.....	1 75	7 87	
Fuel.....	82 29		
	<hr/> \$276 80	<hr/> \$28 77	<hr/> \$305 57
<i>Rockwell School—</i>			
Tuition.....	\$13,147 00		
Janitor	885 00		
Repairs.....	124 83		
Supplies.....	55 83		
Heating.....	143 81		
Furniture.....	8 75	\$ 70 80	
Insurance.....		231 75	
Fuel.....	385 99		
Fences.....	14 50		
Gas.....	31 99		
Abstract.....		\$ 8 00	
Sprinkling.....		35 34	
	<hr/> \$14,797 70	<hr/> \$345 89	<hr/> \$15,143 59

<i>South School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$550 00		
Janitor	39 00		
Repairs.....	1 70		
Supplies.....	4 00		
Fuel.....	25 51		
Land.....		\$1,000 00	
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$620 21	\$1,008 00	\$1,628 21

St. Clair School—

Tuition.....	\$11,537 50		
Janitor.....	885 00		
Repairs.....	131 27		
Supplies.....	62 14		
Heating.....	459 90		
Furniture.....	23 85	\$ 34 26	
Insurance.....		390 00	
Fuel.....	405 08		
Fences.....	14 00		
Abstract.....		8 00	
Sprinkling.....		88 40	
	<hr/>	<hr/>	<hr/>
	\$13,518 74	\$520 66	\$14,039 40

Sterling School—

Tuition.....	\$17,377 66		
Janitor.....	1,074 00		
Repairs.....	285 51		
Supplies.....	78 94		
Construction.....		\$ 4 50	
Heating.....	220 41	14 56	
Furniture.....	37 32	275 52	
Insurance.....		239 00	
Fuel.....	465 53		
Fences and Walks.....	89 62		
Gas.....	72 13		
Sodding.....		11 44	
Abstract.....		8 00	
Sprinkling.....		113 27	
	<hr/>	<hr/>	<hr/>
	\$19,696 12	\$666 29	\$20,362 41

	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
<i>Tremont School—</i>			
Tuition.....	\$11,308 51		
Janitor.....	989 00		
Repairs.....	146 27		
Supplies.....	68 52		
Construction.....		\$ 955 60	
Land.....		385 90	
Heating.....	160 33	29 07	
Furniture.....	2 96	293 73	
Insurance.....		316 37	
Fuel.....	399 15		
Gas.....	50 85		
Grading.....		60 37	
Partitions.....		110 04	
Abstract.....		8 00	
Painting.....	22 50		
	<hr/> \$13,357 09	<hr/> \$2,159 08	<hr/> \$15,516 17
<i>Union Mills School—</i>			
Tuition.....	\$1,185 00		
Janitor.....	86 50		
Repairs.....	25 97		
Supplies.....	4 05		
Furniture.....		\$21 55	
Fuel.....	46 12		
Abstract.....		8 00	
Well.....	7 08		
	<hr/> \$1,354 72	<hr/> \$29 55	<hr/> \$1,384 27
<i>Walnut School—</i>			
Tuition.....	\$6,714 25		
Janitor.....	429 00		
Repairs.....	93 82		
Supplies.....	43 50		
Construction.....		\$ 3 50	
Heating.....	10 34	44 05	
Furniture.....	14 00	37 03	
Insurance.....		10 00	
Fuel.....	176 94		
Abstract.....		8 00	
	<hr/> \$7,481 85	<hr/> \$102 58	<hr/> \$7,584 43

<i>Walnut Night School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$105 00		
Janitor.....	14 44		
Furniture.....	2 00		
	<hr/>	<hr/>	<hr/>
	\$121 44		\$121 44

Warren School—

Tuition.....	\$4,990 75		
Janitor.....	394 00		
Repairs.....	53 90		
Supplies.....	24 94		
Construction.....		\$ 8 00	
Heating.....		28 94	
Furniture.....	18 00	56 91	
Insurance.....		56 25	
Fuel.....	171 25		
Walks.....		81 87	
Abstract.....		8 00	
	<hr/>	<hr/>	<hr/>
	\$5,661 84	\$239 97	\$5,901 81

Warren Night School—

Tuition.....	\$ 78 00		
Janitor.....	8 44		
Supplies.....	9 15		
Furniture.....	1 00		
Fuel.....	5 90		
	<hr/>	<hr/>	<hr/>
	\$102 40		\$102 49

Woodland School—

Tuition.....	\$577 00		
Janitor.....	40 50		
Repairs.....	16 25		
Supplies.....	5 00		
Fuel.....	34 35		
Fences.....	13 05		
Abstract.....		\$8 00	
	<hr/>	<hr/>	<hr/>
	\$686 15	\$8 00	\$694 15

<i>Wade School—</i>	Current Expenses.	Land, Construction and Permanent Improvements.	Total.
Tuition.....	\$6,897 75		
Janitor	156 00		
Repairs.....	22 21		
Supplies.....	22 95		
Heating.....	4 02		
Insurance.....		\$33 00	
Fuel.....	57 77		
Fences.....	7 05		
Abstract.....		8 00	
Grading.....		5 60	
	<hr/> \$7,167 75	<hr/> \$46 60	<hr/> \$7,214 35

Washington School—

Tuition.....	\$6,437 38		
Janitor	785 00		
Repairs.....	141 78		
Supplies.....	51 68		
Heating.....	81 63	\$ 4 87	
Furniture.....	5 25	13 43	
Insurance.....		260 00	
Fuel.....	284 71		
Flagging.....		214 49	
Gas.....	2 62		
Abstract.....		8 00	
	<hr/> \$7,790 05	<hr/> \$500 79	<hr/> \$8,290 84

Special Teachers—

	Current Expenses.	Total.
Music.....	\$2,500 00	
Writing.....	2,000 00	
Drawing.....	2,250 00	
Elocution.....	925 00	
Gymnastics	280 00	
Supervising Principal 1st District.....	2,500 00	
Supervising Principal 2nd District....	2,500 00	
Special Superintendent Primary Instruc'n	1,400 00	
Special Superintendent German Instruc'n	2,000 00	
	<hr/>	<hr/> \$16 355 00

Officers of the Board—

	Current Expenses.	Total.
Superintendent of Instruction.....	\$4,000 00	
Clerk to Superintendent of Instruction...	700 00	
Clerk.....	1,200 00	
Superintendent of Buildings.....	1,400 00	
Page.....	33 00	
Carpenter.....	1,000 00	
	<hr/>	\$8,333 00

Miscellaneous.

Printing.....	\$3,913 71	
Books for Indigent Pupils.....	454 42	
Returned Tuition.....	25 50	
Census.....	809 40	
Copying.....	7 05	
Postage.....	109 80	
Annual Report.....	1,660 12	
Board of Examiners.....	127 00	
Papers for Primary Department.....	151 91	
Drawing Models.....	12 06	
Special Taxes.....	58 65	
Paper for Annual Examination.....	150 00	
Advertising.....	21 00	
Supplies.....	44 43	
Willson Avenue School Land Bond.....	6,291 40	
Interest on Land Bonds and Loan.....	1,629 95	
Telegraphing, Freight, etc.....	81 40	
	<hr/>	\$15,547 80

LIBRARY FUND.

RECEIPTS.

Balance on hand August 31st, 1876.....		\$5,999 15
Tax levy, First installment.....	\$4,196 78	
Second installment.....	2,984 40	
		7,181 18
Fines and sales of Catalogues.....		103 13
Total.....		<u>\$13,283 46</u>

DISBURSEMENTS.

Books.....	\$8,119 65	
Catalogue.....	1,074 52	
Papers for reading room.....	196 89	
Binding and stamping.....	565 85	
Pay roll—May to September.....	1,608 47	
Total.....		11,560 38
Balance on hand August 31st, 1877.....		1,723 06
		<u>\$13,283 46</u>

Superintendent's Report.

SUPERINTENDENT'S REPORT.

TO THE BOARD OF EDUCATION,

City of Cleveland.

I have the honor to submit this, my Tenth Annual Report, and the Forty-first of the Public School Department of this city.

The statistical tables annexed, show:

1st. The number of youth to be educated.

The whole number enumerated, from 6 to 21.

2nd. The facilities provided for their education.

(a) The number of schools and sittings.

(b) The number of class teachers, special teachers, and supervisors of instruction.

3rd. The extent to which the people avail themselves of the opportunities offered for the education of their children.

(a) How long the children attend school each year.

(b) How regularly they attend.

(c) The ages at which they attend.

(d) The number at respective ages compared with the number enumerated.

4th. Results, as far as may be shown:

(a) By their advancement in the course.

(b) By their ages in successive grades.

5th. The work done by the Public Schools, compared with that of private and church schools.

The following summaries present these facts in such shape that they may be readily referred to and compared with corresponding items in the reports of preceding years.

SUMMARIES.

I. ENUMERATION OF YOUTH.

	1875.	1876.	1877.
Enumeration of youth from 5 to 21.....	48,561	47,043	49,014
Gain or loss on preceding year.....	3,558	1,518	1,971
Gain or loss, per cent.....	7.9	3.1	4.2

II. SCHOOLS.

	1875-6.	1876-7.
Normal School.....	1	1
High Schools.....	3—4	3—4
Grammar and Primary Schools:		
Having an A Grammar (Eighth) Grade...		
and all lower grades.....	8	9
B Grammar (Seventh) Grade..	2	2
C Grammar (Sixth) Grade....	4	5
D Grammar (Fifth) Grade....	3	2
A Primary (Fourth) Grade....	10	8
B Primary (Third) Grade.....	8	9
C Primary (Second) Grade....	1	1
D Primary (First) Grade.....	2—38	1—37
Number of Schools.....	42	41

III. TEACHERS.

	1875-6.	1876-7.
HIGHER SCHOOLS:		
Normal School { Men.....	1	1
{ Women.....	1	1
High Schools { Men.....	10	11
{ Women.....	10	10
Whole number of teachers in Higher Schools.	—22	—23
GRAMMAR AND PRIMARY SCHOOLS:		
Teachers having charge of School { Men....	1*	2*
Rooms, including Training { Women.	289—290	307—309
Teachers of Normal School.		
Teachers of German not having { Men....	8	6
charge of School Rooms. { Women.	6—14	9—15

* In 1876 one in the unclassified School; in 1877 one in unclassified and one in a German Exchange class.

SPECIAL TEACHERS:

MEN—Music.....	1	1
Penmanship.....	1	1
Drawing.....	2	1
Gymnastics.....	1	1*
Elocution.....	0—4	1*—5
ASS'T SUP'TS, (Supervising Principals,) Men..	3†	3†
SPECIAL SUP'TS of Primary Instruction, Women	2—5	1— 4
Average number of teachers employed.....	—335	—356

IV. PUPILS.

Whole number of Pupils entered:

	1874—5	1875—6	1876—7
Higher Schools.....	615	671	762
Grammar and Primary Schools.....	19,090	20,100	20,897
Total.....	19,705	20,771	21,659

Average number belonging:

Higher Schools.....	520.2	584.2	658.2
Grammar and Primary Schools.....	13,510.8	14,423.6	15,320.4
Total.....	14,031.0	15,007.8	15,978.6

Average daily attendance:

Higher Schools.....	497.0	561.5	634.7
Grammar and Primary Schools.....	12,650.1	13,507.7	14,409.3
Total.....	13,147.1	14,069.2	15,044.0

Average daily attendance per teacher, excluding German teachers and other special teachers not having charge of school rooms.....

44.6	45.0	45.3
------	------	------

Per cent. of attendance:

On average number belonging.....	93.7	93.7	94.2
On whole number registered.....	66.7	67.7	69.5
On whole number enumerated between 6 and 16.....	44.5	45.0	47.9

* Employed only part of the year.

† Including Special Superintendent of German.

V. CLASSIFICATION.

Number of pupils entered in each one of the several grades:

	1874-5.	1875-6.	1876-7.
NORMAL SCHOOL— A	50	41	28
B	....	10	21
HIGH SCHOOLS— (A) Twelfth Year.	40	42	49
(B) Eleventh Year	98	97	109
(C) Tenth Year...	160	176	220
(D) Ninth Year...	272	305	335
GRAMMAR SCHOOLS—(A) Eighth Year..	444	450	538
(B) Seventh Year.	648	724	818
(C) Sixth year....	1,007	1,058	1,127
(D) Fifth Year...	1,658	1,731	1,835
PRIMARY SCHOOLS—(A) Fourth Year..	2,373	2,527	2,811
(B) Third Year...	3,109	3,540	3,692
(C) Second Year..	3,598	3,451	3,420
(D) First Year....	6,263	6,619	6,656
Total number registered in all grades..	19,705	20,771	21,659

VI. AGES OF PUPILS REGISTERED.

The per cent. of pupils registered at the several ages from 1869 to 1877, inclusive:

Ages.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
6.....	17.6	17.4	18.2	18.6	19.6	21.8	20.0	19.4	18.9
7.....	12.4	12.5	11.4	11.8	11.8	12.3	13.3	13.2	12.9
8.....	12.4	12.3	12.1	11.3	11.4	11.7	11.9	12.6	12.2
9.....	11.4	10.4	11.0	10.4	10.1	10.5	10.2	11.0	12.0
10.....	11.5	11.5	11.5	11.0	10.5	9.9	10.0	10.0	10.5
11.....	9.6	9.3	9.5	9.6	9.3	8.2	8.3	8.4	8.5
12.....	9.2	9.7	9.3	9.2	9.3	8.8	8.0	7.7	7.8
13.....	6.8	7.2	7.2	7.4	7.1	6.4	6.7	6.3	5.9
14.....	4.2	4.7	4.7	5.4	5.1	4.7	4.9	5.2	4.7
15.....	2.5	2.8	2.7	2.9	3.1	3.0	3.2	2.8	3.1
16.....	1.3	1.2	1.2	1.4	1.6	1.6	1.8	1.7	1.7
17 and over.	1.1	1.0	1.2	1.0	1.2	1.1	1.7	1.7	1.8
Total....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

VII. TIME IN SCHOOL.

Of the whole number registered, the number in school :

	1875-6.		1876-7.	
	Number.	Per cent.	Number.	Per cent.
Less than two months.....	2,204	10.6	1,975	9.1
Two and less than four.....	2,909	14.0	3,053	14.1
Total less than four.....	5,113	24.6	5,028	23.2
Four and less than six.....	1,918	9.2	2,042	9.4
Total less than six.....	7,031	33.8	7,070	32.6
Six and less than eight.....	2,577	12.4	2,529	11.7
Total less than eight.....	9,608	46.2	9,599	44.3
Eight and less than ten.....	5,850	25.8	5,394	24.9
Total less than ten.....	14,958	72.0	14,993	69.2
Ten months or entire year..	5,813	28.0	6,666	30.8
Total enrollment.....	20,771	100.0	21,659	100.0

VII. FLUCTUATION IN ATTENDANCE.

The average attendance for the several school months of the year was as follows :

	1874-5.	1875-6.	1876-7.
FIRST TERM— First Month....	13,084	14,005	14,815
Second Month..	13,566	14,130	15,006
Third Month... 13,634		14,181	15,198
Fourth Month..	13,427	13,876	14,592
SECOND TERM—First Month ...	12,976	14,004	14,873
Second Month..	12,572	13,797	15,227
Third Month... 12,596		13,696	14,529
THIRD TERM— First Month....	13,281	13,710	15,592
Second Month..	13,149	14,448	15,225
Third Month... 13,081		14,280	15,002

The classes which contribute the greater part of this irregularity of attendance may be seen in the following table. Allowing that in the first year it arises entirely from the sending in of pupils at six years of age, no such explanation can be given of the irregularity of the three or four succeeding years. The children cannot often be of any considerable use at home at these ages, and that they are not sent more regularly to school must be the result only of the negligence of many parents.

To show the fluctuation of attendance in each class, the following table is added, showing the number of pupils remaining in the several grades at the end of each school month:

	GRAMMAR.				PRIMARY.			
	A.	B.	C.	D.	A.	B.	C.	D.
Sept. 29..	478	740	987	1523	2260	2702	2705	3703
Oct. 27..	469	728	998	1403	2274	2846	2672	3772
Nov. 24..	462	737	936	1529	2216	2748	2698	3804
Dec. 22..	451	726	960	1477	2173	2720	2553	3534
Feb. 2...	458	707	942	1548	2159	2901	2619	3873
March 2..	438	706	908	1524	2231	2884	2599	4038
March 30	430	678	870	1477	2117	2780	2477	3890
May 4...	404	640	842	1378	2127	2651	2762	4917
June 1...	398	618	818	1327	2069	2578	2634	5036
June 29..	392	598	797	1299	2043	2443	2554	4774

A comparison of attendance with the number enrolled in the several grades of the Grammar and Primary Departments during 1876 and 1877:

	Enrol'd. Attend'ce. Per cent.			Enrol'd. Attend'ce. Per cent.		
	1875-6.			1876-7.		
A Gram.	450	382	84.9	538	443	82.3
B Gram.	724	572	79.0	818	643	78.6
C Gram.	1059	840	79.3	1127	865	76.7
D Gram.	1734	1301	75.0	1835	1396	76.1
A Pri...	2539	1817	71.1	2811	2117	75.3
B Pri...	3539	2550	72.1	3692	2611	70.7
C Pri...	3437	2389	69.5	3420	2446	71.5
D Pri...	6618	3656	55.2	6656	3890	58.4

The above table shows the extreme irregularity of attendance which prevails in the lowest grades, especially in the first year. This arises from the short time for which many of the children are sent to school in their first school year. Many are entered in the fall to be withdrawn in the winter, and more still come into school for the first time late in the spring. If the reader will look at the table VII, showing the ages of the pupils in the several grades he will see that below the fifth year (D Grammar) the difference between the average age of pupils of two consecutive grades is

considerably greater than one year, while in the grammar grades it is considerably less. The extremes are to be found between the lowest two, which is one year and a half, and the highest two, which is only a half year. The relation between the attendance and averages is plain throughout, though the average age of the highest class must be somewhat reduced by the withdrawal of the elder pupils.

IX. ENUMERATION.

The number of youth between 5 and 21 years of age enumerated in each Ward, Males and Females, White and Colored.

WARDS.	WHITES.		COLORED.		TOTAL.		WHOLE NO. MALES AND FEMALES.
	MALES.	FEMALES.	MALES.	FEMALES.	MALES.	FEMALES.	
First.....	1,104	1,326	65	41	1,169	1,367	2,536
Second.....	775	880	16	11	791	891	1,682
Third.....	524	576	16	6	540	582	1,122
Fourth.....	1,890	2,127	65	75	1,955	2,202	4,157
Fifth.....	1,561	1,626	7	7	1,568	1,633	3,201
Sixth.....	2,752	3,086	84	78	2,836	3,164	6,000
Seventh.....	1,508	1,528	.....	.....	1,508	1,528	3,036
Eighth.....	1,281	1,263	.....	.....	1,281	1,263	2,544
Ninth.....	1,299	1,289	.....	.....	1,299	1,289	2,588
Tenth.....	1,471	1,521	2	3	1,473	1,524	2,997
Eleventh....	2,026	1,806	.....	.....	2,026	1,806	3,832
Twelfth....	1,887	1,778	.....	.....	1,887	1,778	3,665
Thirteenth..	1,011	1,020	.....	.....	1,011	1,020	2,031
Fourteenth..	1,272	1,106	.....	.....	1,272	1,106	2,378
Fifteenth....	833	816	4	3	837	819	1,656
Sixteenth....	637	651	9	11	646	662	1,308
Seventeenth..	593	681	4	1	597	682	1,279
Eighteenth..	1,511	1,486	1	4	1,512	1,490	3,002
Total.....	23,935	24,566	273	240	24,208	24,806	49,014

Number at the respective ages in each thousand enumerated:

Ages.	Oct. 1871.	Oct. 1872.	Oct. 1873.	Oct. 1874.	Oct. 1875.	Oct. 1876.	Oct. 1877.
5.....	88	91	87	88	87	79	73
6.....	72	74	81	80	76	80	77
7.....	71	72	76	80	75	78	83
8.....	67	67	71	73	74	77	77
9.....	66	66	63	66	66	70	71
10.....	70	63	64	67	65	71	71
11.....	64	60	59	58	57	60	62
12.....	68	66	64	62	61	62	63
13.....	58	56	55	57	55	56	53
14.....	64	58	60	59	60	56	58
15.....	54	54	56	55	54	58	53
16.....	54	57	57	56	58	56	57
17.....	49	52	52	53	55	52	54
18.....	55	54	52	56	59	53	56
19.....	48	53	45	47	49	47	49
20.....	52	65	58	43	49	45	43

REVIEW OF THE STATISTICS OF TEN YEARS.

Ten years ago the present system of statistics was introduced into the schools of Cleveland, and in the report of the Superintendent for 1868-9, attention was called to the fact that it was only by the comparison of many successive years that any deductions could safely be made therefrom. From one year to another fluctuations will occur, in attendance, in the relative size of classes, etc., etc., which doubtless have adequate causes, and which if known, would be of interest, but these changes are of no general significance; but, when we are able to compare the statistics for a space of time sufficient for the production and exhibition of permanent results we should find proof of progress or retrogression, if the statistics be worth the cost. I desire to call the attention of the public to some of the readings of the statistics of the last ten years, or so far back as we may rely upon them with safety. In the first place I submit a

TABLE,

Showing enumeration of youth, the whole number of pupils registered, the average daily attendance, and the whole number of teachers employed in the several years from 1868 to 1877 inclusive:

YEARS.	ENUMERATION OF YOUTH.	NUMBER REGISTERED.	AVERAGE DAILY ATTENDANCE.	NUMBER OF TEACHERS.
1868	25,823	10,154	6,623	157
1869	27,524	11,151	7,222	164
1870	32,157	12,257	7,765	188
1871	34,544	13,184	8,174	188
1872	37,876	13,647	8,582	208
1873	40,100	15,085	9,676	235
1874	45,003	17,512	11,166	289
1875	48,561	19,705	13,147	319
1876	47,043	20,771	14,069	326
1877	49,014	21,659	15,044	346

This table shows an increase of 90 per cent in the enumeration of youth, 113 per cent. in the enrollment of pupils, 127 per cent. in the average daily attendance and 120 per cent. in the number of teachers. The per cent. of increase in enrollment

indicates a gain of more than 2,300 pupils over what the increase in the number of youth would lead us to expect, and the per cent. of increase in average daily attendance indicates a gain of 2,400 over the daily attendance which we would now have if the per centage of attendance on the basis of the enumeration were the same as it was ten years ago. The sources of a part of these gains are indicated by the following :

TABLE,

Showing the number of pupils entered in Public, Private and Church Schools from 1869 to 1877, according to the school census of each year, and the per cent which each is of the whole number reported as attending schools of all classes.

NO. ENUMERATED.			PER CENTS.		
PUBLIC.	PRIVATE.	CHURCH.	PUBLIC.	PRIVATE.	CHURCH.
1869.....10,508	1,246	5,413.....	61.2	7.3	31.5
1870.....11,423	1,352	5,913.....	61.2	7.2	31.6
1871.....12,279	1,667	5,414.....	63.4	8.6	28.0
1872.....11,560	1,462	6,650.....	58.8	7.3	33.9
1873.....13,418	1,022	6,664.....	63.6	4.8	31.6
1874.....15,612	1,239	7,509.....	64.0	5.0	31.0
1875.....16,826	1,687	7,577.....	64.0	6.5	29.0
1876.....19,284	1,022	7,916.....	68.4	3.6	28.0
1877.....18,868	1,566	7,998.....	66.4	5.5	28.1

The blanks for the taking of the enumeration were not changed till the fall of 1869, so as to show the attendance upon the private and church schools. In this table we have to rely exclusively on the enumerations as taken under the State school law. In the previous table we were able to rely upon the school records for the enrollment and attendance; some discrepancies will be discovered, but the results are in both cases highly favorable to the public schools.

There can be no more fitting reply to those who say that the public schools are declining in public favor than to direct attention to the foregoing tabular statement, from which it appears that the church schools have increased forty-seven per cent., and the private schools two and a half per cent., while the public schools have gained very nearly eighty per cent. This is the absolute gain of each class of schools and should be compared

with the entire enumeration. The gain or loss of each as compared with the gain or loss of the others becomes apparent upon examination of the three columns on the right. From these it appears, that, of every hundred children attending all classes of schools, the public schools have gained five of whom the private schools have lost two and the church schools three. Thus it is shown that the public schools have gained from their competitors nearly fifteen hundred pupils, or enough to make one of our largest schools, such as the Brownell or Sterling.

We have gained not only upon the private and church schools in the number of pupils enrolled, but as we saw on page 66, we have gained in actual daily attendance more rapidly than in enrollment. The source of this gain is doubtless to be found in the fact that pupils remain in school a longer time when entered. The gradual but almost uniform change that has been going on in this respect may be seen by an inspection of the following

TABLE,

Showing the Duration of Membership of those who have been Enrolled in the Public Schools each year for the last ten years.

YEAR.	Less than two months.	Two and less than four.	Total less than four.	Four and less than six.	Total less than six.	Six and less than eight.	Total less than eight.	Eight and less than ten.	Total less than ten.	Ten months or the entire year.	TOTAL.
1868	11.0	21.0	32.0	8.8	40.8	12.1	52.9	20.9	73.8	26.2	100.
1869	11.1	16.4	27.5	10.4	37.9	11.7	49.6	18.3	67.9	32.1	100.
1870	11.7	17.8	29.5	9.4	38.9	12.0	50.9	21.7	72.6	27.4	100.
1871	11.2	17.2	28.4	9.1	37.5	14.0	51.5	23.6	75.1	24.9	100.
1872	11.6	15.3	26.9	9.9	36.8	12.1	48.9	24.1	73.0	27.0	100.
1873	11.9	14.9	26.8	8.9	35.7	12.1	47.8	24.6	72.4	27.6	100.
1874	13.3	16.1	29.4	10.1	39.5	12.2	51.7	22.3	74.0	26.0	100.
1875	11.0	14.8	25.8	9.7	35.5	12.9	48.4	23.8	72.2	27.8	100.
1876	10.6	14.0	24.6	9.2	33.8	12.4	46.2	25.8	72.0	28.0	100.
1877	9.1	14.1	23.2	9.4	32.6	11.9	44.3	24.9	69.2	30.8	100.

By applying these *per cents* to the basis of the enrollment of the year 1866-7, which was over 21,000, we find that there were 1600 pupils over what the ratio of ten years ago would call for, who attended school more than four months and that there was a like gain in the number of those who were in school more than six months. We find also that there was a gain of 966 in the number of those who were in school the entire year.

To conclude this review of statistics I have to speak of another particular in which we have improved upon the status of seven years ago. We can go back only so far on account of the lack of reliable statistics previous to that time in regard to the classification of the schools. Possibly such comparison with a period previous to 1870, if it could be had, would be of little value, because the classification of the schools was radically changed just before that time and it was not till 1870 that the change was effected throughout the schools. In this comparison attention ought to be called to the following facts:

1st. The questions for examination are of about the same grade as those that were used in 1870. We say about, because, though the effort has been made to keep them uniform, they are slightly more difficult than they were then. The standard and mode of marking the examination papers is the same.

2nd. The *per cents* required for advancement are higher now than then. The requirements in Grammar have been increased. The study of Physics has been added in the B and C Grammar grades; and some instruction in Botany has been given in the D Grammar. The School Reader required in each grade has been advanced one year. To illustrate: The First Reader was formerly finished in the second year, the Second Reader in the third year, etc.; now the First Reader is completed first year, the Second Reader in the second year, etc. Besides this gain, the pupils of the three lower grades, (First, Second and Third years) are required to read additional matter, almost if not quite equal to that which is contained in the first three of the regular series of reading books.

With this explanation the following table almost tells its own story :

TABLE.

Number to the thousand entered in the several classes or Grades, each year, from 1870 to 1877.

NORMAL	HIGH.				GRAMMAR.				PRIMARY.													
	A.	B.	C.	D.	A.	B.	C.	D.	A.	B.	C.	D.										
1870..	2	..	4	..	6	..	9	15	..	32	..	59	..	110	145	..	137	..	128	..	353	
1871..	1	..	4	..	6	..	8	17	..	35	..	62	..	99	135	..	124	..	157	..	353	
1872..	1	..	4	..	5	..	11	16	..	38	..	65	..	99	102	..	133	..	174	..	353	
1873..	1	..	4	..	9	..	13	21	..	38	..	62	..	84	108	..	166	..	203	..	291	
1874..	1	..	5	..	8	..	13	19	..	35	..	51	..	69	126	..	152	..	170	..	351	
1875..	3	2	..	5	..	7	..	14	23	..	33	..	51	..	84	120	..	158	..	182	..	318
1876..	3	2	..	4	..	8	..	15	21	..	35	..	51	..	84	122	..	170	..	166	..	319
1877..	2	2	..	5	..	10	..	15	25	..	38	..	52	..	85	130	..	171	..	158	..	307

THE NORMAL SCHOOL.

At the close of the scholastic year of 1877, the third class of the Normal School was graduated. The following are names of the members of the class :

MATTIE A. AIKEN,	MAGGIE A. MULHERN,
JULIA C. BLACK,	JENNIE W. PAPWORTH,
HELEN G. CLYNE,	JENNIE D. PULLEN,
ELEANOR G. HILDERBRAND,	EMMA E. REDING,
MARTHA R. HOUSE,	ADDIE E. RIDGEWAY,
ELLA M. JONES,	EMMA L. SHIPMAN,
MINNIE S. JOHNSTON,	HATTIE S. SPROUL,
SARAH A. LEEDS,	JOSEPHENE A. WALLER,
SARAH I. MAHAR,	NELLIE E. WARD,
MARY E. MORRISON,	AMELIA WANGERIEN,

MARY A. MORROW.

At the opening of the schools for the current year all the members of the class obtained positions as teachers, and so far as can be ascertained at the present time they are all succeeding well in the management and instruction of schools which have been placed under their charge.

Since the establishment of the Normal School in September, 1874, sixty-eight pupils have completed the course and received

their diplomas from the Board of Education. Of these, all but nine are now engaged in teaching in the public schools of Cleveland.

The question is sometimes raised whether there may not be some disadvantage in so large a proportion of our teachers coming from our own schools, and in the abandonment of our former policy of getting the best of talent and skill wherever it could be found, especially of employing those, who by marked success elsewhere, could offer a guarantee of success here, to say nothing of the probable result of losing a certain element of foreign thought and method which has always been found promotive of the best interests of communities, as well as of scholastic institutions. There may, indeed, be some danger in this direction, and it should be well guarded against, but it is not likely to become imminent for some time to come in the city of Cleveland. The standard of admission to the Normal School is high, the tests to which pupils are subjected as they pass through the course are severe, and hence the supply from this source will not soon become excessive.

This subject has already excited attention, and, in obedience to special instructions of the Board, I have reported the number of graduates and the number of the same employed during the last two scholastic years; also the number of those who have been employed from abroad. The supply from the two sources was found to be about equal. So long as this is the case there would not seem to be any cause to fear that we shall have an undue proportion of our own graduates teaching in the schools. Whether there be any danger from this cause or not, it is no more than just to say that the teachers coming from the Normal School compare well in point of efficiency with those who have come from other quarters. While they have contributed a very small number indeed to the list of failures, they have added greatly to the number of those who have met with marked success.

Nothing has occurred in the history of the school during the past year which is worthy of special notice except the formal adoption of the principle that, inasmuch as the existence of the

Normal School is justifiable only on the ground that it educates and trains teachers for our schools, it cannot be made a place for the general education of those who have no natural aptitude for teaching. The following passage from a Report adopted by the Board of Education states this principle as a rule of practice for those who are concerned in the management of the school.

"Your Committee on Judiciary beg to present the statement of the principal of the Normal school, made to the committee on said school and referred to this committee, as the correct statement of the purposes and proper limitations of the Normal school, and, in accordance with these, would respectfully submit the following for adoption by the board:

"Academic instruction is, in no proper sense, an object of the Normal school, and is only properly a part of the work of the school in so far as necessary to correct instruction in methods of teaching the several branches. The school exists for the purpose of training those who are to be teachers."

RULE.

"When, at any time, the principal of the Normal school shall have become convinced that any in the school are not likely to make successful teachers, it shall be his duty to recommend them to withdraw from said school, and, should such recommendation be disregarded, he shall notify the superintendent, giving in full the reasons leading to his judgement, and the superintendent may assign such pupils to such other schools as their scholarship may fit them to enter."

This principle, having been almost unanimously approved by the Board, must have a salutary influence so long as it shall be maintained.

Questions which have arisen concerning the legality of the Normal school, must, if pushed to such extreme, be settled by competent tribunals; but it is left to the Board of Education and to the officers of the Board to pronounce their views as to the necessity and advantages of such an institution, and the present is a fitting occasion to say that the Normal school of our city has rendered the cause of education here eminent service. If those who may hereafter have the management

of the schools be wise, it will never be abandoned. If a Normal school had never before been established, this one of itself would be sufficient to demonstrate the utility of such an institution. But this is not the first nor only one of its kind. More than a hundred years ago, the first school for teachers was established. Since that time they have rapidly multiplied until they thickly dot the territory of every kingdom and principality of Europe. Forty years ago they made their first appearance here and within that short period they have gained a foothold in almost every State and Territory, and in every prominent city in the New World; nor have they ever been abolished where once established, except it may be in one case in a hundred, and then only as a consequence of reckless mismanagement of some kind or other.

I have said that were our school the only one of its kind, the demonstration of its utility would be sufficient to secure the approval of every man who regards the reputation of the city as the home of an educated people. The instruction which its pupils secure, prepares them to enter upon the discharge of their duties with something better than the crude knowledge of the common branches which they were able to acquire when they were yet children, and with deeper insight into the nature of the mind than can be obtained in the curriculum of the High schools.

The practice which they have, under the skilled teachers of the training schools, enables them from the start to manage their classes and to commence their work in the school room with advantage. The discipline of study, a good knowledge of the principles of teaching, greater maturity of character, which the lapse of a year brings when girlhood is just turning into womanhood, are some of the advantages which are obtained from the Normal Department. These advantages are supplemented by the practice of the training school. The two bear a relation to each other even more intimate than that which exists between the lecture room and the clinique.

THE HIGH SCHOOLS.

Ten years ago, 1867-8, there were 10,154 children enrolled in all the schools. Last year there were 21,659, showing an increase of 112 per cent. In the mean time the High Schools have grown from an enrollment of 204 to an enrollment of 713, showing an increase of very nearly 250 per cent. This result shows very plainly a growing demand for higher education, and cannot but afford gratification to those who consider the returns which this higher and better education will continue to make in the promotion of every substantial interest of the community and of the state.

With this preliminary remark the following statistics of the High Schools are introduced to bring them to the notice of those who may not care to take the trouble of referring to the detailed statistical tables appended to this report. Though a comparison of results herein indicated may be of little interest to the general reader, they are not the less instructive to those who will give them a careful examination.

The whole number enrolled in the several High Schools:

	Boys.	Girls.	TOTAL.
Central.....	182	271	453
West.....	65	97	162
East.....	58	45	98
	—	—	—
Total.....	300	413	713

The number of pupils enrolled in the several classes in the High Schools:

	A.	B.	C.	D.	TOTAL.
Central.....	29	66	135	223	453
West.....	14	25	52	71	162
East.....	5	19	34	40	98
	—	—	—	—	—
Total.....	48	110	221	334	713

The ages of pupils in respective classes at times of registration :

	12	13	14	15	16	17	18	19	20	21	22	Av. Age.
A CLASS—												
Central....	..	..	..	..	3	12	7	8	..	..	..	17.8
West.....	..	..	..	..	2	3	7	2	..	..	..	17.6
East.....	..	..	..	..	..	..	3	1	1	..	..	18.6
Total..	..	..	..	..	5	15	17	11	1	..	..	17.8
B CLASS—												
Central....	..	..	2	6	19	16	12	8	2	..	..	16.7
West.....	..	..	..	3	5	12	3	2	..	..	..	16.2
East....	..	..	..	3	6	4	4	1	..	..	1	17.
Total..	..	..	2	12	30	32	19	11	2	..	1	16.9
C CLASS—												
Central....	..	2	12	39	36	27	13	5	..	..	..	15.7
West.....	..	..	1	17	15	11	5	3	..	..	..	15.9
East.....	..	..	3	7	12	6	5	..	1	..	..	16.2
Total..	..	2	16	63	63	44	23	8	1	..	..	16.1
D CLASS—												
Central....	4	20	46	79	45	20	7	1	1	..	1	15.
West.....	1	4	7	28	15	15	..	1	..	..	..	15.
East.....	1	..	4	11	14	7	1	1	1	..	..	15.8
Total..	6	24	57	118	74	42	8	3	2	..	1	15.2
ALL GRADES—												
Central....	4	22	60	124	103	75	39	22	3	..	1	15.8
West.....	1	4	8	48	37	41	15	8	..	..	..	16.1
East.....	1	..	7	21	32	17	13	3	3	..	1	16.3
Total..	6	26	75	193	172	133	67	33	6	..	2	15.9

We may note in this table that the average age of all the classes in the East High School is somewhat greater than of the corresponding classes in the other schools. The differences of age are greatest in the highest and lowest grades, being nearly a year in each. In the latter it is greater than that of the next higher class in the Central School. The average age of the B class in the West High School is less than that of the corresponding class in the East and Central, and by reference to the next table it will be perceived that that class lost but one pupil through the year, being a smaller per cent. than was lost by any other class.

The reader will notice that there were only eight in all the schools who were more than 19 years old, and that of these only two were in the highest class. A glance at the statistics of previous years will show that the number who remain to that age is seldom any greater. What then is the probability that a boy or girl who enters the High School at 17 years of age will remain to complete the course, or, to make a practical application of the question to the class entered last year, how many of the 53 pupils 17 years old and upward who entered the D class last year will be likely to reach the A? Their chances will be less than one in twenty-five, or less than four per cent., while the probability is that twenty-five per cent. of the class at large will complete the course.

The number registered and the number remaining at the end of the year in each class in the several High Schools:

CENTRAL—	A.	B.	C.	D.	TOTAL.
Registered	29	66	135	223	453
Remaining	26	53	103	169	351
Per cent. remaining...	89.7	80.3	76.3	75.8	77.4
WEST—					
Registered	14	25	52	71	162
Remaining	11	24	40	49	124
Per cent. remaining...	78.6	96.0	76.9	69.0	76.5
EAST—					
Registered	5	19	34	40	98
Remaining	4	15	26	32	77
Per cent. remaining...	80.0	78.9	76.5	80.0	78.5
TOTAL.					
Registered	49	109	220	335	713
Remaining	41	92	169	250	552
Per cent. remaining...	83.7	84.4	76.8	74.4	77.4

The above table shows only the losses through the year, the number which is lost between the grades, that is, the number of those who having completed a year's course fail to report for the higher class the next succeeding year, is at least equal to the losses of the year. The statistics of the schools, however, do not touch this point. I propose to see that it be covered in the report of the current year.

COURSE OF STUDY.

There is a general conviction among the teachers of the High Schools as well as in the Board of Education that the three years' course, or "English Course," as it is called, does not afford such discipline and learning as to justify the award of a diploma to those who confine themselves to that alone, and the question is raised whether this course should not be so changed as to require four years to complete it. It is to be hoped that this may be done. In making the change we ought to aim at more thorough study of the English tongue than is now possible. It should assume to the new course the relation which Latin now holds to the Latin-English course. Perhaps it would be well to require two years of Latin at the beginning. As a basis for the study of English nothing could be better than that. Book-keeping should be added to this course, and perhaps to the Latin and German courses also.

A more thorough scientific course should be provided for those young men who are preparing themselves for admission to polytechnic schools, and for those who propose to go from the High School to the machine shop or into offices of architects, engineers, etc. I have frequently called the attention of the Board to the necessity of doing what we can for this class of young men. The very small number of boys who remain in school to complete their course, indicates a want in this direction. If the schools furnished the young machinist, engineer and architect more thorough instruction in those sciences, which are most required in those avocations, there can be no doubt that they would remain longer in school. Certainly, every day's observation proves the need of the higher classes of workmen in all the industrial pursuits.

THE NUMBER OF GRADUATES.

The question is often raised as to the ratio of graduations to the whole number of pupils entering the schools. There are two ways to ascertain this: 1. To reckon the ratio of the graduates to the whole number enrolled in the class at the time of its entrance. This is the only true method. 2. To ascertain

the ratio which the whole number graduated within any four years bears to the whole number of pupils registered in all the classes at the beginning of the period. This shows the ratio of the number of graduates that may be expected from the members of the schools at any given time. It makes a larger showing than the previous method, for the reason that the higher classes from which almost all who enter them are graduated are included as well as the lowest class of which, as we have seen, only about 26 per cent. remain till the end of the course.

To illustrate the first method, in the year 1873-4 there were 232 pupils in the lowest or D class of the High Schools. In June, 1877, the number of graduates was 60 or 25.8 per cent. or little more than one in four. To illustrate the second method, in the year 1873-4 there were 483 pupils in the High Schools. The whole number graduated that year and the succeeding three was 231, deducting the graduates of the English (three years) course who were not entered till the year 1874-5, there are left 206 who have graduated out of the 483 who were in the High Schools in the year 1873-4. A third method is to ascertain the per cent. of those who are in school any given year who are in the highest class of the school. For instance, we have seen that last year there were 713 pupils enrolled in the High Schools, and that of this number there were 48 in the Senior class. This 48 is nearly 7 per cent. of 713. According to this method of calculation it would appear that only 7 *per cent.* of the pupils who enter the High Schools ever get into the Senior class. The source of error in this case is quite evident. The first method is the only correct one.

GRADUATES OF HIGH SCHOOLS, CLASS OF 1877.

The three schools are represented as follows :

	BOYS.	GIRLS.	TOTAL
Central High School.....	19	20	49
West " "	5	9	14
East " "	3	2	5
	—	—	—
TOTAL.....	27	41	68

	Boys.	Girls.	TOTAL.
Graduates on the four years' course..	19	24	43
“ “ three years' course.	8	17	25

The following is a list of the graduates arranged under the heads of their respective schools :

CENTRAL.

JOHN BERGOLD,*	ADDIE ELVERA DETUON,
WILLIAM FRANKLIN BIEN,	ADA GRANT GARDNER,*
BERNHARD CHOATE BLOCH,	HARRIET THEODORA GALBRATH,*
CHARLES H. BUFFETT,*	SARAH JANE GIBBONS,*
CLARENCE GARDNER,*	MARY GIBBONS,*
WILL H. FOSTER,*	ANNIE TEMPLE GRIFFITH,
WILL RINALDO GRIBBEN,	MAGGIE DOUGALL,
GEORGE MARSHALL HICKS,*	IDA HALLE,
CHARLES ELVESTA HIGBEE,*	LIZZIE HERBON,
FRANK E. HIGLEY,*	CORA ELLEN LOCKE,
CHARLES COLLINS MORSE,*	LOUISA HENRIETTA LUETKEMEYER,*
LEWIS NAPOLEON MYERS,*	ROSE EOLINE MELLOR,*
FRANK PIERCE PARKIN,*	JULIA AGNES MULROONEY,
HERRBERT SEELY RIDGEWAY,	JEANNETTE ELIZA MURRAY,*
COMMODORE PERRY RUPLE,	ANNIE JANE ROBINSON,
HENRY ALEXANDER SCHWAB,*	EUDORA IMOGENE ROSE,
FREDERICK WALTER SMITH,*	HARRIET IRENE SMITH,*
JOHN CAMPBELL SMITH,	SARAH SMITH,
DAVID HAWES WILSON,	ALICE LEE STERLING,*
CORNELIA BELL ADAMS,*	LOUISA WITT STERLING,*
HATTIE EUGENIE ADAMS,	CLARA GENELLA TAGG,*
CORA BEAN,	SARAH ANN CLIFFORD TAYLOR,
JENNIE MARIA BOWLEY,*	FLORA EVANGELINE WHITNEY,
MOLLIE COLMAN,*	EMMA FRANCIS WILLIAMS,*

WINIFRED R. WORSWICK.

WEST HIGH.

CHARLES ALFRED BROOKS,	ALICE ARESTINA FISH,
JOHN CHARLES DIX,*	CORA ELSIE FOOTE.*
RICHARD FRYE EDWARDS,*	LUTHELLA ELIZABETH HOLMES,*
OTTO MUELLER,*	EFFIE HELENA LAFRINIER,*
MARS EDWARD WAGAR,*	SARAH A. SMITH,*
OLIVE LUCIA ALLEN,*	OLIVIA MINERVA WAGAR,*
FAYETTA DURHAMER,*	HATTIE BELLE WARMINGTON.*

*Four Years' Course.

EAST HIGH.

CHARLES WESLEY GRAY,*

FRANK HENRY ROBINSON,*

BRYAN H. OSBORNE,*

JENNIE FULLER SPRAQUE,

MINNIE LOUISE WOODWARD.*

CONSOLIDATION OF CENTRAL AND EAST HIGH SCHOOLS.

When the crowded condition of the Central High School Building located on Euclid avenue made it necessary to enlarge the old, or to build a new edifice, various considerations came in to determine the final result. The unpleasant location of the old house, the prospective value of the lot on which it is built, for business purposes, together with the more important fact that it is situated quite to one side of the district from which its pupils come, decided the Board to erect a new building. Whether the new house should be placed near the center of the territory which it now accommodates, or whether the Board should avail itself of the opportunity thus afforded, to locate it so as to facilitate the consolidation of the Central and East High Schools, became a subject of importance. The following action which was taken by the Board indicates the result:

The following preamble and resolution were offered by Mr. Akers, February 19, 1877:

WHEREAS: Plans have been adopted by this Board for a new Central High School Building to be located on Willson avenue near Cedar, and

WHEREAS: This locality was selected with a view to accommodate the entire city east of the river, thereby giving the pupils the advantage of better classification and instruction, and at the same time largely reducing the cost of High School education, and

WHEREAS: In the terms of the annexation of East Cleveland to the city, made by the City Council, it is specified that "the High School now existing in the corporation of East Cleveland, shall be continued and maintained as at present established, until modified or changed by a vote of three-fourths of the members of the Board of Education, with the concurrence of one-half the members from the territory comprised in the Sixteenth and Seventeenth wards," and

WHEREAS: On the completion of the new building, it will be practicable and the time will have arrived which was anticipated in the foregoing recited conditions of annexation, when for the most efficient and economical management of our High School system the branch High School now

*Four Years' Course

maintained as the East High School should be removed to the Central Building, therefore in compliance with said terms of annexation, be it

Resolved, That the East High School be consolidated with the Central High School, the consolidation to be consummated and take effect at the time of the first occupancy of the new Central Building, for which we are now about to enter into contract.

This resolution having been referred to the City Solicitor for his opinion as to whether it would legally accomplish its purpose, was returned with the following opinion endorsed thereon :

I have carefully compared the within recited paragraph with the original of that portion of the terms of agreement of annexation within referred to, and find the same to correspond verbatim with the Fourth Article thereof, relating to the East Cleveland High School, and am of the opinion that the consolidation of the East and Central High Schools will be legally effected upon the passage by the Board of the within resolution by the majority, and with the concurrence contemplated by the Commissioners in said Articles of Annexation. WM. HEISLEY,

City Solicitor.

By F. T. WALLACE, *Assistant.*

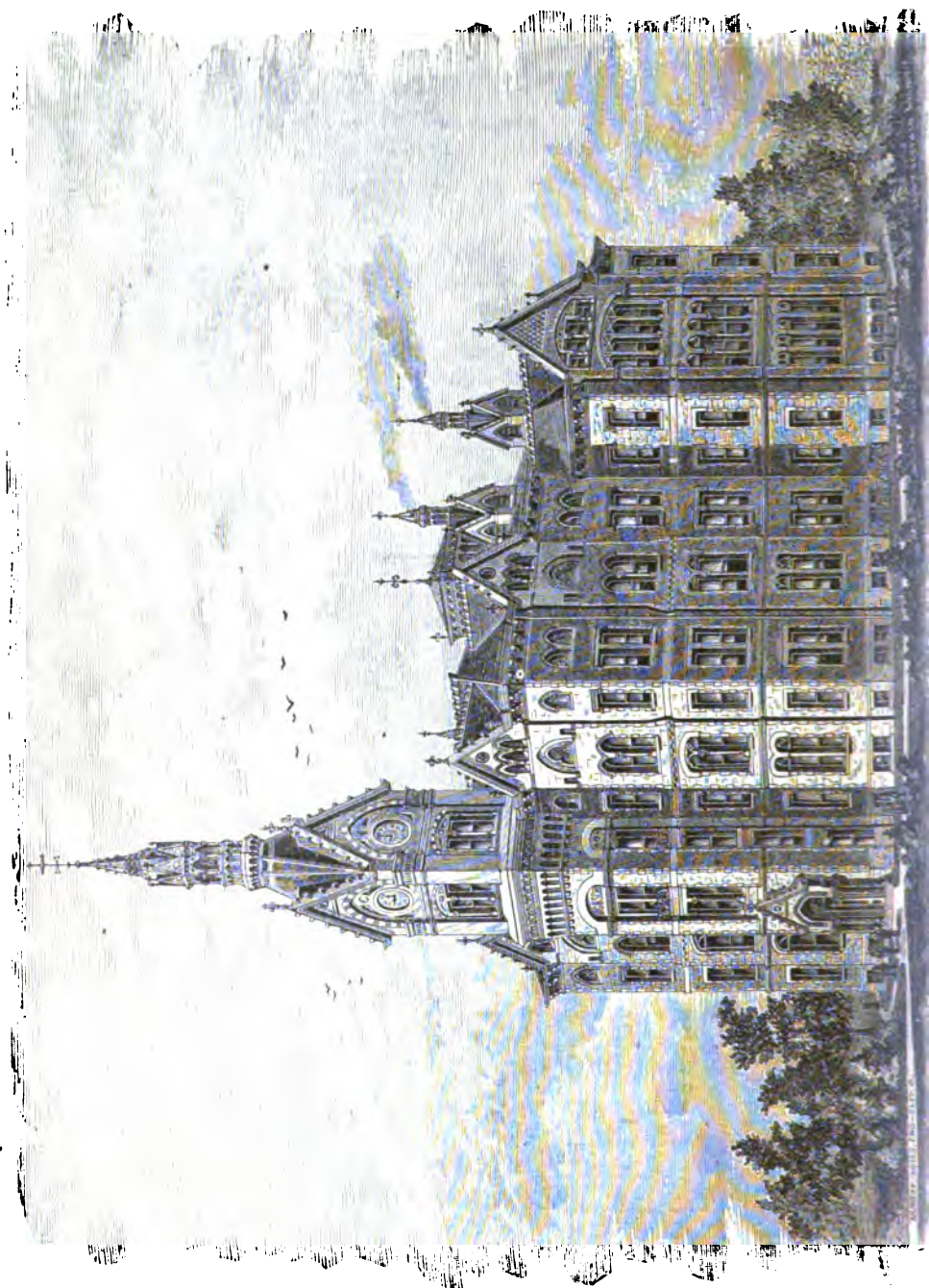
The foregoing resolution having come up for consideration April 2, it was adopted by unanimous vote of all present (fifteen members), and being concurred in by Mr. Strong, one of the two representatives of the territory formerly known as East Cleveland, it became the order of the Board.

At the same meeting, it was ordered that the contracts for the mason and carpenter work of the new High School Building be approved when signed by the proper parties.

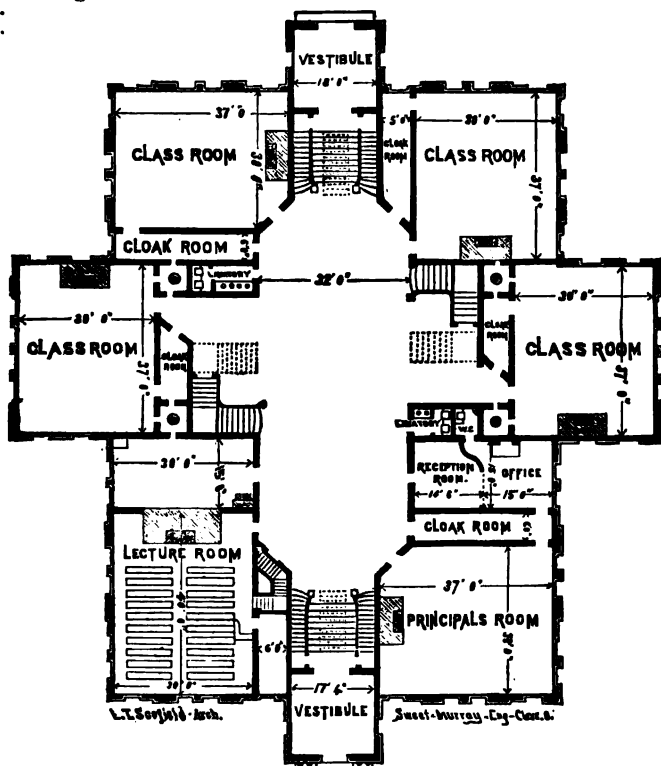
DESCRIPTION OF THE BUILDING.

The general arrangement of the several parts of the building is in accordance with a plan submitted by the Superintendent of Instruction at the request of the joint Committee of High Schools and Buildings. From the accompanying cuts it will be seen at a glance that the plan of the session rooms is identical with that of the Case and Outhwaite buildings. In the arrangement of the drawing and lecture rooms, the same principle is thoroughly carried out.

The dimensions of the building on the plan of the first floor are from front to rear, including the vestibule projections, 162 feet, and from the extremes of north and south wings 138 feet 8



inches. The height from the ground line to the cornice of the front part of building is 72 feet 4 inches, and to the cornice of the rear part 63 feet. The extreme height of the spire is 168 feet from the grade line.

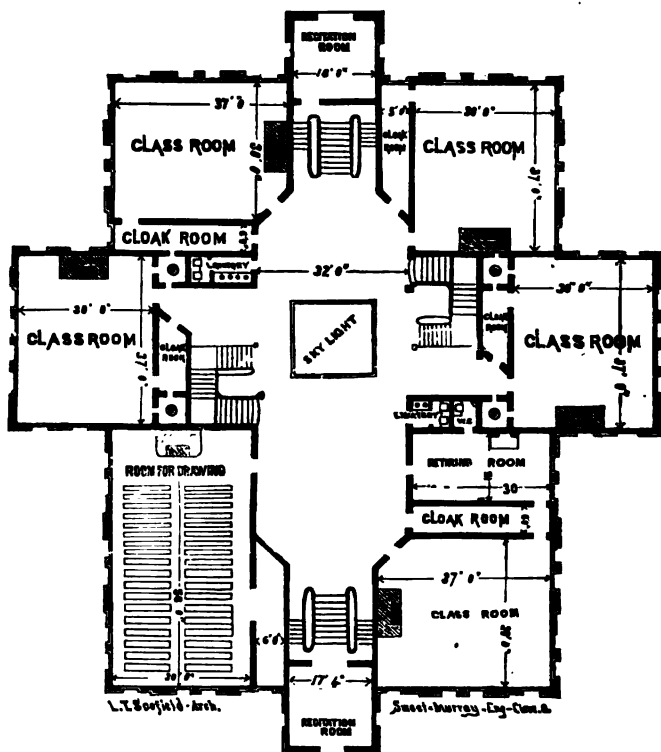


The style of architecture in detail is of the South German Gothic of the thirteenth and fourteenth centuries. The material used in the footings are Berea flags, in the foundation walls East Cleveland sandstone, and in the trimmings and facings of the superstructure Amherst sandstone. The entrance steps are all of hard Medina (N. Y.) stone. The cornices, gables, tower finish, and roof crestings are of galvanized iron. The ornamental crockets, finials, etc., are of pressed zinc. The roof coverings of Vermont slate.

The contract for the mason work, including cut stone and plastering, is \$39,695; for the plumbing and gas fitting, \$1,251.26;

for the carpenter work, including all the other trades, \$32,864; amounting to \$73,810.26.

The basement is 10 feet high in the clear, the floor or pavement 5 feet below the surface of the ground except in those

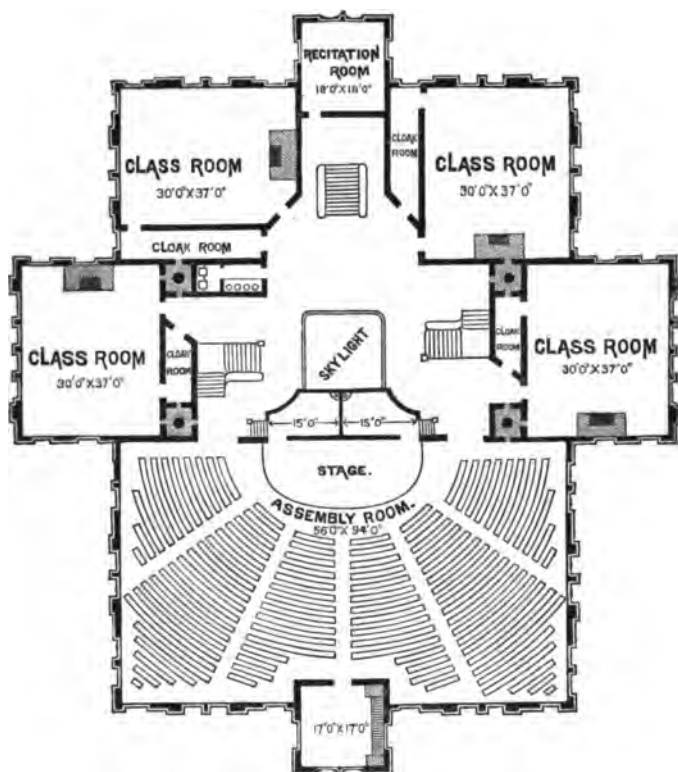


parts which are designed for the reception of the boilers and the storage of coal, which are 6 feet below, making the story in this section 11 feet.

There are 25 rooms in the building as follows:

FOURTEEN SESSION ROOMS, each 37 feet long, 30 feet wide, and 16 feet in height. All these rooms are so lighted that the principal light enters at the side of the room which is to the left hand of the pupils as they are seated, facing an inner wall which in every case is unbroken by door or window. The sills of the windows are about $3\frac{1}{2}$ feet from the floor, the window heads are 10 feet from the sills and from 2 to $2\frac{1}{2}$ feet from the ceiling. Each session

room is provided with a well ventilated cloak room. Eight of these cloak rooms are as well lighted as the school rooms. Six of them are lighted from the school rooms by glass paneled doors.



ONE GENERAL ASSEMBLY ROOM sufficient to seat at least 1,000 persons, which is 94x56 feet and about 38 feet high. This assembly room occupies the entire front part of the third story. It is so constructed that it may have galleries if at any time they seem desirable. This would increase the seating capacity to 1,300. The stage or rostrum is opposite the light and has two retiring rooms, one at each end. The acoustic properties of this room have been carefully looked to.

ONE LECTURE ROOM with seating capacity for 100 persons. The floor of this room rises from a point about 6 feet from the lecture stand. Attached to the lecture room there is a physical

apparatus room, also a work room for the teacher of physics. This opens into the lecture room by means of a double doorway, the parts of which slide back to permit the pushing forward of the apparatus table at lecture hours. The table is to be placed on a tramway so that it may be easily moved to and fro. The basement room beneath the lecture room is a large chemical operating room or laboratory, which will accommodate a class of thirty-five or forty pupils at separate tables for individual work. Large hoods and ventilating ducts will convey noxious gases into the smoke flue of a contiguous ventilating stack at the end of the room.

ONE ROOM FOR DRAWING. The space given to this room is in the second story, over the lecture room, and is 30x55 feet, with a room adjoining for models, drawing boards, &c.

TWO ROOMS to be used as the Principal's office and reception room, each 15 feet square. These rooms are near the front entrance of the building.

FIVE ROOMS to be used for Library or Recitation rooms, each 18 feet square. These rooms are all at half distances from the lower to the next upper principal floor, and hence can be used by the pupils from two floors with equal convenience.

ONE RETIRING ROOM in second story, over the office and reception room, 15x30 feet.

THE VENTILATION.

The ventilation of the entire building, excepting the assembly room, is sufficient to supply each sitting with at least 300 cubic feet of fresh air per minute. Ducts leading from six different points in the floor of each session room, and having a straight course to a ventilating shaft are provided for; each duct is 144 square inches in cross section. In addition to these floor registers, six of the session rooms are provided each with two side registers 28x42 inches; six with one register each. These open directly into the ventilating stacks. The assembly room has the advantage of two ventilating stacks. Direct exit of vitiated air is provided for in large side registers, also opening directly into the ventilating stacks. Besides these there are numerous registers in the risers of the amphitheatre. The space between

this and the horizontal flooring beneath, being connected with the stacks by means of other large registers, serves as a great duct for ventilation. This arrangement, by keeping the floor of the amphitheatre warm will aid materially in warming the hall. Each one of the ventilating shafts, of which there are four, may be heated to any required temperature, in winter and in summer, by means of four upright two-inch steam pipes.

The ventilating shafts afford 8 square feet in horizontal section to each session and cloak room attached thereto, also the drawing room and the lecture room. Ventilating ducts from the water closets are carried into the iron smoke flue and thus all danger of gases escaping from the soil pipes into other parts of the building will be avoided.

HEATING APPARATUS.

The building is to be warmed by steam. Four radiators are placed under windows in each one of the several rooms, and provision is made for the admission of fresh air under the stone sills behind the radiators and thence between the pipes of the radiators into the rooms. This plan has been found to work thoroughly well in the Case School House and no doubt is entertained of its efficiency in this building.

SPECIAL TEACHERS.

When calling to mind the teachers of their youth there are few men or women who do not remember the instruction of particular ones as having been especially valuable. There is nothing more common than to hear one say, "I learned more of that teacher in one term than of all the other teachers I ever went to." The estimate may be a partial one; but the frequency with which we hear such expressions, indicates the high value placed upon good instruction by the great mass of people. It indicates, also, the almost universal judgment of intelligent people as to the fact that there are great differences between teachers and between ways of teaching. Some are held in high esteem, others are regarded as fair, and still others as almost worthless. But there are distinctions also made between teachers of each class, particularly among those who occupy the first rank. Not long ago, I

heard an old gentleman, a well known scientist, say that "he had received his impulse in the direction of his life-work from a teacher whose instruction in grammar was very poor." Another one in the same company said that he had learned "all the arithmetic he ever knew from one who could teach nothing else." Who has not heard like judgments passed upon different teachers?

These extremes are, of course, not so common as the slighter differences which exist among the individuals of a large corps of teachers. In arithmetic, grammar, and geography, it is generally found that one who teaches one branch well teaches the others also with good effect, though in a corps of three hundred, no two teachers will be found of equal excellence in teaching any one branch. But in reading and writing, among teachers generally considered good, there are the widest possible variations in point of excellence. There is no one, who has taken much pains to observe the instruction of schools, who does not know this to be commonly true.

These differences spring partly from individual aptitudes, but more from differences of early training, or, rather, the greater or less degree of attention given to these arts on the part of most teachers after they have arrived at an age when persistent intelligent practice in them is possible, or I might say of permanent advantage. Teachers themselves, the very best of them, feel this want so keenly that, when the instruction is not provided for by the school authorities, they are likely to seek for it at their own expense. Traveling teachers of elocution and penmanship are employed, at considerable expense to themselves, for a series or two of lessons. Sometimes good is effected, but at best, the result is only partial, affecting comparatively few schools. I might instance cases within my own observation in the history of the schools of Cincinnati where teachers have spent a considerable part of their salaries for a time in taking lessons in penmanship or reading. The effort, of course, could not be long sustained, and the effect soon died away, except, in rare instances. The teachers there who did this, were generally the best of the corps. In Cleveland we have had a competent

instructor in penmanship provided by the Board, but whenever a tolerable teacher of elocution has presented himself, he has received his chief patronage from the teachers of the public schools, and here, too, those who have made such sacrifices have generally been among the best. Probably there is no city in the country which has not had a like experience.

Thus have the most intelligent and successful teachers furnished unconscious evidence as to the need of special instructors in these branches. This evidence has been afforded by those who least needed improvement, and it is worth the more that it has been given at considerable expense and personal sacrifice.

I have spoken of penmanship and reading because these have been taught as the essential branches in every school since the time when they constituted the entire curriculum of the common school. If in any branches teachers might be supposed to be proficient, surely they might be expected to be in them. And if the testimony of teachers is so universal as to the necessity of special instructors in these branches what must be the case with music and drawing, in which few have received anything like competent instruction. Common sense dictates that teachers cannot teach what they do not know, nor teach well what they know but partially, and the history of the schools of Cleveland confirms the dictates of common sense. When we have had well qualified teachers of music and drawing these branches have been well taught, and when, from any cause, the services of such teachers have been withdrawn these studies have shortly after disappeared from the required curriculum of the schools.

But however desirable or necessary these studies may be, the question is raised whether they do not cost too much, or whether the city is able to pay the cost. What is the cost of this improved instruction in reading, this better penmanship? Last year it was less than twenty cents per capita. What is the cost of this instruction without which our children would grow up in ignorance of music and drawing, the first of which does more than all the other studies combined to elevate, refine and purify the taste, and the last of which finds its advantages at every work-bench and in every professional office to which our children will go when they leave school. These two together cost

thirty-one cents per capita. If they cost twice as much, could the people of Cleveland afford to forego the advantages which their children derive from them in the present, and which, in the future, must accrue in ever increasing ratio?

MUSIC.

Mr. N. Coe Stewart entered upon his duties as teacher of music just eight years ago. Previous to that time the music master had given instruction in the High schools, and what were then called the Grammar schools, that is, the schools seated in the large room in the third story of the principal school houses. Below the Grammar grades no attempt was made to do more than teach a few songs by rote. When Mr. Stewart began his work it was announced for the first time that all the teachers would have to teach music. Most of them received the announcement with great misgivings about their ability. But they all undertook the task that was set them to do, with courage inspired by the confidence of their leader. Gradually and steadily the task of each grade was increased, but year by year, as the scope of the work they had to go over was enlarged, they found themselves able to meet the increasing demand. What at first was a task, in most cases soon became a pleasure. At the present time the instruction which Mr. Stewart gives on Saturday is attended by large numbers of teachers who are not specially required to do so. Many have become competent teachers of music.

In most other cities it is customary to employ a corps of music teachers sufficiently large to give almost all, if not all, the instruction required. Cincinnati employs six or seven, Pittsburgh employs four, but I believe that there is no city in which music is taught more efficiently than in Cleveland.

Mr. Stewart, last year called attention to the necessity of giving graded instruction in the High Schools. The reasonableness of this suggestion will be readily understood when we consider that after the first year each class returns annually to go over the same ground with the class coming in from the grammar schools. It is to be hoped that the obvious disadvantage of

this arrangement will be overcome by the division of the High schools into at least two classes. This will become quite convenient in the new building, and probably may be accomplished also in the West High School.

DRAWING.

The award of a medal at the Centennial Exhibition for "a system of drawing," which was presented to the City of Cleveland, was highly honorable to Mr. Aborn, who had originated it. It is true that others had conceived the possibility of methods not unlike it and had even reduced them to practice, but no report had reached us as to the definite means by which they had been carried out. Every step, therefore, had to be in some degree experimental. Steps had to be retraced, but one difficulty after another has been removed, till it must be confessed to be a success. That some modifications of the system may yet be desirable, cannot be questioned, but they are being made as rapidly as possible.

The method excels especially in practical utility; it trains the hand as well as any other; it trains the eye to see more accurately, because it trains it from the very beginning to translate the round into the flat, the lines of the solid into the lines representing it upon a sheet of paper; the image on the retina of the eye becomes to the inner sense what it is in fact, a picture on a flat surface. The trained hand then copies the picture as if copying from the flat. This is the ability to represent on paper what we see. This is the ability to draw from "nature," or the object. It is a language adapted to the expression of form, a process especially valuable to the industrial world whose sole function is to make changes of form in the productions of nature. If a boy leave school before he has taken the higher steps in the art of drawing, he has acquired a germinal idea which, if he have any natural aptitude, will develop to a good degree of skill, as he has occasion to employ his pencil to convey his ideas of form to others.

In drawing, as in music and penmanship, almost all the instruction is given by the class teachers. Mr. Aborn gave some

instruction in the High and Grammar Schools, and during the entire year gave personal instruction also to as many as ten classes of teachers per week, outside of the Saturday work.

PENMANSHIP.

Penmanship has been taught in Cincinnati for a longer period and more persistently than in any other city of the country, and the result of the Exhibition at Philadelphia was to put her at the head in this department. The precedence was closely contested by Cleveland. We believe that no other city came into competition with either for the first rank, and, we believe also, that no other large city employs a general writing teacher. Considered in the light of a mere competition between cities the result is of little significance, but the improved penmanship of fifteen or twenty thousand children surely must be regarded as an equivalent for the expenditure of ten or twelve cents per annum for the better instruction of each child in this useful art. But this should not be regarded as the only advantage; in the careful practice of penmanship all the faculties are called into play and all are trained to advantage; habits of accuracy and painstaking are acquired, the importance of little things begins to be appreciated, the taste is developed. It is a great step toward civilization for the average American boy to acquire an ambition to make a well written, well arranged manuscript. It is a pretty sure sign that he is beginning to respect himself and others.

There is something yet to be done by many teachers in the way of fixing good habits of penmanship upon their pupils and that is, the setting of a uniform, good example and inflexibly insisting upon it that that example shall be followed. A half hour's set lesson in penmanship twice per week in the higher grades is a very good thing, and is sufficient to make good penmen provided every written exercise is made also an exercise in good penmanship. To demand care, only at the time of the regular writing lesson, is like giving so many lessons in good behavior and allowing breaches of good manners at all other times. These

remarks apply especially to the slate writing and ciphering of the lower grammar and higher primary grades.

ELOCUTION.

The employment for the first time of a special teacher of reading and elocution is a matter worthy of record. Whether the work of this department of special instruction will be attended with the success which has resulted in those already mentioned yet remains to be demonstrated. That it is needed is clear, and that it has been attended so far with considerable advantage is equally clear. No one who has been familiar with our schools in the past, can go into them now without noticing an improved reading voice and finer adaptations of tone and inflection to the thing read, but whether the subject will arouse so keen an interest as has already been developed in music, penmanship, and drawing, is not certain. It is pretty difficult for a new claimant to attention to obtain equal recognition with the older which have been seated so long in the schools. The importance of this branch cannot be easily overstated. It is at once the best means and surest exponent of mental and physical culture. In its perfection it embraces all else that may come under the general title of culture, and it is to be hoped that it will be maintained with courage and resolution.

GERMAN DEPARTMENT.

I. GENERAL STATISTICS.—The Department consisted of 173 classes, of which 95 were Primary, 66 Grammar, 11 High School and 1 Normal. The following summary will show the steady growth of the number of classes during the last eight years :

In 1869-70..... 11 classes.

In 1870-71..... 48 " 30 Primary, 13 Grammar, 5 High,

In 1871-72..... 97 " 54 " 37 " 6 "

In 1872-73.....121 " 61 " 51 " 9 "

In 1873-74.....137 " 74 " 53 " 9 "

In 1874-75.....152 " 84 " 56 " 12 "

In 1875-76.....158 " 87 " 60 " 11 "

In 1876-77.....173 " 95 " 66 " 11 " 1 Normal.

Fifty-seven of the Primary classes had, daily, one hour and a half each for German, while the other thirty-nine had but one lesson per day, being taught either by the special teachers of the Grammar Grades, or by class-teachers, who had a spare hour after recess in the morning. As in previous years, the special teachers were called upon to teach Primary Grades in some buildings, because there were not pupils enough therein to fill a whole class, forty to fifty being required for that purpose. The number of such classes is already reduced (38 in 1874, 34 in 1875, 30 in 1876, 26 in 1877,) and will be still further reduced as the pupils of full lower grades advance to higher ones.

All Grammar classes, 66 in number, have had one lesson of 45 minutes daily, except the B and A Grammar classes, which have had four lessons per week. Of the whole number of classes (173), there were 56 which consisted of both German and English speaking pupils, 89 consisted exclusively of German, and 29 of English speaking pupils.

The number of teachers was 49, of whom 31 were class teachers, 15 special, 2 High School teachers, and one supervising principal, who occupied a part of his time in giving instruction in the Normal School. The following will show the increase in the number of teachers since the establishment of the German Department, in the Spring Term of 1870.

Class Teachers, Special, High School, Supervising, Total.					
In 1870	5	4	2	0	11
In 1870-71 . . .	7	10	2	0	19
In 1871-72 . . .	15	11	2	0	28
In 1872-73 . . .	17	12	3	0	32
In 1873-74 . . .	20	13	2	0	35
In 1874-75 . . .	28	13	2	0	41
In 1875-76 . . .	31	14	2	1	48
In 1876-77 . . .	31	15	2	1	49

The number of pupils engaged in the study of German during the year 1876-77 was more than one-third of all the pupils in the Public Schools, or a monthly average of 5959. The increase over last year is about 500 pupils; another gratifying proof of the popularity which the Department enjoys among the patrons of the Public School system. While the total increase of pupils

in all the schools of the city was from 900 to 1000, the German Department increased by 500, although it constitutes but one-third of the whole system.

The following tables show the distribution of these 5959 pupils throughout the schools of the city. The average number belonging is given, not the entire number enrolled, which in the first term was 6519, in the second 6715, and in the third 7085.

II. SPECIAL STATISTICS.—

TABLE I,

Showing the Growth of the German Department during the Last Seven Years.

YEARS.	CHILDREN OF GERMAN SPEAKING PARENTS.	CHILDREN OF ENGLISH SPEAKING PARENTS.	TOTALS. Monthly Av. of No. Bel'nging.	NO. OF TEACHERS, Including High School Teach'rs.	SUPER- VISION.
In 1869-70..	.....	.....	About 600	11.0	.....
1870-71..	.....	.....	1680	18.8	0.2
1871-72..	2250	1176	3426	27.8	0.2
1872-73..	2479	1185	3666	31.8	0.2
1873-74..	2909	1675	4584	34.6	0.4
1874-75..	3390	1708	5098	40.5	0.5
1875-76..	3798	1751	5549	47.0	1.0
1876-77..	4297	1662	5959	48.2	0.8

TABLE II. 1876-77.

Showing the Number of Pupils of German and English Parentage Studying German.

SCHOOLS.	BEGINNING OF FIRST TERM.			BEGINNING OF SECOND TERM.			BEGINNING OF THIRD TERM.		
	Germ.	Eng.	Total.	Germ.	Eng.	Total.	Germ.	Eng.	Total.
Normal School	7	.....	7	7	.....	7	7	.....	7
High Schools..	79	150	229	80	143	223	77	133	210
St. Clair.....	305	106	411	293	106	401	318	99	417
Case.....	364	24	388	359	23	381	337	28	365
Bolton and } Euclid }	20	139	159	18	132	150	21	129	150
Outhwaite.....	254	239	493	259	249	508	260	240	500
Sterling.....	286	202	488	309	185	494	299	157	456
Mayflower. ...	556	111	667	557	84	641	571	79	650
Warren.....	83	39	122	89	44	133	107	40	147
Eagle.....	88	4	92	79	6	85	87	5	92
Rockwell.....	238	127	365	237	123	360	254	108	362
Brownell.....	480	115	595	487	108	575	477	103	580
Hicks.....	132	98	230	131	96	227	116	85	201
Kentucky.....	78	183	261	71	176	247	69	179	248
Orchard.....	584	68	652	566	73	639	643	66	709
Wade & Walton	397	33	430	375	34	409	402	35	437
Tremont.....	373	117	490	373	119	492	367	122	489
TOTAL.....	4324	1755	6079	4269	1703	5972	4412	1668	6020
Monthly Average during the Year.....							4297	1662	5959

TABLE III. 1876-77.

Showing, separately, the Number of Boys and Girls Studying German.

SCHOOLS.	BEGINNING OF FIRST TERM.			BEGINNING OF SECOND TERM.			BEGINNING OF THIRD TERM.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Normal School .....	.....	7	7	....	7	7	.....	7	7
High Schools..	96	188	229	91	182	223	81	129	210
St. Clair.....	216	195	411	215	186	401	215	202	417
Case	208	180	388	214	167	381	193	172	365
Bolton and Euclid }	88	71	159	84	66	150	82	68	150
Outhwaite.....	266	227	493	265	243	508	259	241	500
Sterling.....	251	237	488	253	241	494	243	213	456
Mayflower.....	355	312	667	342	299	641	342	308	650
Warren	56	66	122	67	66	133	74	73	147
Eagle	50	42	92	49	36	85	47	45	92
Rockwell.....	193	172	365	188	172	360	192	170	362
Brownell.....	302	293	595	286	289	575	297	283	580
Hicks	115	115	230	112	115	227	96	105	201
Kentucky	139	122	261	131	116	247	130	118	248
Orchard.....	339	313	652	348	291	639	357	352	709
Wade & Walton	219	211	430	209	200	409	213	224	437
Tremont	238	252	490	248	244	492	254	235	489
TOTALS	3131	2948	6079	3102	2870	5972	2975	3045	6020
Monthly Average during the Year.....							3053	2906	5959

TABLE IV. 1876-77.

Showing the Number of Pupils Studying German in the Different Grades.

(Number taken from Statistics of the Month of December.)

SCHOOLS.	Grades.	School Year.	Germ'n Pupils.	English Pupils.	Total 1876-77	Total 1875-76.	Total 1874-75	Total 1873-74.
Normal...	..A }	13th &	2	.....	2	.....	.....	.....
" ..	..B }	14th yr.	5	.....	5	.....	.....	.....
High.....	..A..	12th "	4	13	17	19	11	7
" .....	..B..	11th "	10	20	30	34	38	29
" .....	..C..	10th "	20	46	66	43	50	49
" .....	..D..	9th "	44	64	108	87	79	77
Grammar..	..A..	8th "	93	186	229	225	228	218
" ..	..B..	7th "	183	211	394	337	263	377
" ..	..C..	6th "	248	178	426	468	423	342
" ..	..D..	5th "	400	291	691	645	507	438
Primary..	..A..	4th "	654	315	919	862	689	687
" ..	..B..	3d "	707	314	1021	970	870	635
" ..	..C..	2nd "	901	60	961	901	911	745
" ..	..D..	1st "	1080	23	1103	1054	1077	844
			4301	1671	5972	5645	5146	4448

The question is sometimes raised whether the study of German does not interfere with the progress of pupils in other branches, but every careful investigation of the subject has, so far, given ground for the conviction that it assists rather than retards advancement in the general work of the schools.

In response to a recent resolution, requesting the Superintendent to report to the Board "the relative progress of pupils pursuing the study of German as compared with the progress of those not pursuing that branch," I submitted a table showing the results of the last annual examination for promotion. It was found that a larger per centage of those who studied German were advanced in grade than of those who did not. Thus the experience of former years was confirmed.

But our conviction in regard to this matter does not depend upon our own observation. Referring to the teaching of two languages in elementary public schools, Superintendent Philbrick, of Boston, says in his last report: "The fact of special interest developed by this experience is, that the introduction of German, where it has been well taught, has not been detrimental to other branches. Superintendent Peaslee, of Cincinnati, says that by a careful examination of the school statistics of that city, running back ten years, he found that the pupils who pursued the German passed from the district to the intermediate schools, that is, from the fifth to the sixth grades, on an average of more than a year younger than those who did not pursue it. He concludes his remarks on the topic with this statement: 'I am convinced that if the study of the German language does not assist, it certainly does not retard the progress of pupils in English.' Superintendent Kiddle, of New York, says: 'In the schools in which German has received the most earnest attention, and in which, consequently, the best progress has been made, no indication has been presented that this branch of study has at all retarded the progress of the pupils in their English studies.'"

190173

THE TEACHERS.

It is a grateful task, in conclusion, to speak of the harmonious relations which have existed between those who have been associated in the instruction and general management of the schools, and to acknowledge the hearty, unselfish devotion of the teachers to the interests of the pupils who have been placed under their care. If there be one thing which distinguishes the schools of Cleveland more than any other it is the kindness of spirit which marks the intercourse of the teachers and the taught. Mr. Bonamy Price, the distinguished political economist of the University of Oxford, who spent some time in visiting our schools two or three years ago, often alluded to the superior *personel* of the *corps* of teachers. It was high praise, but it was well deserved. It touched the key of whatever success we may have had in the past—the key of any success we may ever hope to attain. Respectfully submitted,

ANDREW J. RICKOFF,
Superintendent of Instruction.

TABLE I,

Showing the Number of Teachers Employed, the Cost of Instruction, and the Enrollment and Attendance of Pupils for the Year ending June 30, 1877.

SCHOOLS.	AV. NO. TEACHERS.				COST OF INSTRUCT'N.	BOYS.			GIRLS.			TOTAL BOYS AND GIRLS.		
	SPECIAL GERMAN.		CLASS TEACHERS.			Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.	Number Registered.	Average Number Belonging.	Average Daily Attendance.
	Males.	Females.	Males.	Females.										
Bolton.....	.....	8	.....	6.0	\$4,936 50	157	124.7	117.0	167	138.0	130.4	824	262.7	247.4
Brownell.....	1.0	4	.....	24.8	17,033 13	775	591.9	564.7	788	605.9	575.8	1558	1197.8	1140.5
Case.....	6	.....	.....	16.8	9,740 00	608	466.1	442.0	566	416.8	390.2	1169	882.9	833.2
Charter Oak.....	.....	.....	.....	2.0	1,100 00	83	52.3	48.8	85	48.7	44.8	168	101.0	98.6
Clark.....	.....	.....	.....	4.0	2,150 00	148	95.8	90.6	147	102.0	95.8	295	197.8	186.4
Crawford.....	.....	.....	.....	1.0	550 00	21	11.5	10.2	25	16.3	14.7	46	27.8	24.9
Dunham.....	.....	.....	.....	1.0	550 00	28	22.8	21.6	31	23.3	21.7	59	46.1	43.3
Eagle.....	.....	.....	.....	4.0	2,687 38	236	146.8	134.8	280	146.4	133.2	466	293.2	268.0
Euclid.....	2	.....	.....	3.0	1,920 00	88	60.3	55.6	103	68.5	62.9	191	128.8	118.5
Fairmount.....	.....	.....	.....	4.0	2,316 00	137	98.4	86.6	132	89.9	83.7	269	183.8	170.8
Garden.....	.....	.....	.....	2.0	1,100 00	73	65.1	61.0	72	52.6	49.2	145	117.7	110.3
Gordon.....	.....	.....	.....	2.1	1,056 00	108	55.7	49.0	129	71.8	64.9	237	127.5	113.9
Hicks.....	1.6	.....	.....	13.3	8,734 00	482	335.8	314.6	479	347.7	326.6	961	633.0	641.3
Independence.....	.....	.....	.....	1.0	505 00	27	19.4	18.0	26	18.1	16.5	53	37.5	34.5
Kentucky.....	1.6	.....	.....	14.8	11,713 25	426	329.7	315.2	432	346.6	331.6	858	679.3	646.8
Kinman.....	.....	.....	.....	2.0	1,168 75	72	50.8	48.0	66	42.3	39.6	138	93.1	87.6
Lovejoy.....	.....	.....	.....	1.0	530 00	46	32.9	29.3	39	22.9	19.0	85	55.8	44.3

Madison.....	2.0	1,050 00	71	50.2	47.0	87	60.8	55.9	158	111.0	102.9
Mayflower.....	.8	13,164 75	680	551.5	539.9	655	525.0	502.5	1385	1076.5	1088.1
Meyer.....	1.0	650 00	50	35.9	33.6	31	19.5	18.3	81	55.4	51.9
North.....	9.0	4,892 75	288	219.8	205.3	278	204.9	188.6	566	424.2	398.9
Orchard.....	.4	10,860 88	777	544.7	510.6	691	492.4	460.1	1488	1037.1	970.7
Outhwaite.....	.2	16,217 70	795	598.2	568.9	766	578.5	546.2	1561	1176.7	1115.1
Quincy.....	2.0	1,015 00	65	45.5	42.3	63	40.7	37.2	128	86.2	79.5
Ridge.....	1.0	510 00	20	12.1	11.2	13	9.6	8.9	33	21.7	20.1
Rockwell.....	1.6	13,147 00	649	452.5	424.3	598	433.6	403.7	1247	886.1	838.0
St. Clair.....	.8	11,537 50	589	433.1	411.3	552	413.1	392.2	1141	846.2	808.5
South.....	1.0	550 00	43	28.4	25.4	45	34.7	28.8	93	63.1	54.2
Sterling.....	.6	17,377 66	703	584.1	555.9	771	591.9	556.5	1534	1176.0	1112.4
Tremont.....	1.0	11,508 51	603	436.5	409.6	584	431.4	402.5	1187	867.9	812.1
Unclassified.....	1.0	800 00	44	17.0	14.8	.....	.....	.....	44	17.0	14.8
Union Mills.....	2.2	1,185 00	92	54.2	49.5	85	50.6	45.1	177	104.8	94.6
Wade.....	.4	6,897 75	412	298.6	282.3	422	301.5	281.7	834	600.1	564.0
Walnut.....	11.0	6,714 25	334	246.1	229.8	368	232.1	202.9	702	528.2	492.7
Warren.....	1	4,939 75	366	273.5	259.3	339	256.0	236.3	705	529.5	495.6
Washington.....	11.0	6,437 38	423	302.8	283.7	375	249.0	231.5	796	551.8	515.2
Woodland.....	1.0	577 00	40	23.7	22.1	43	22.9	20.3	83	46.6	42.4
Total Gram. & Pri.	6.4	197,932 89	10619	7762.4	7326.8	10278	7558.0	7082.5	20897	15320.4	14409.3
Normal School.....	1.0	3,400 00	.....	.....	.....	49	40.1	39.0	49	40.1	39.0
Central High School.....	4.5	14,407 50	182	159.3	154.2	271	235.4	225.4	453	394.7	379.6
West High School.....	8.8	8,700 00	65	57.6	56.1	97	81.6	79.0	162	139.2	135.1
East High School.....	2.5	6,031 25	53	42.6	40.8	45	41.6	40.2	98	84.2	81.0
Total Higher.....	11.8	32,538 75	300	259.5	251.1	462	398.7	383.6	762	658.2	634.7
GRAND TOTAL.....	6.4	230,471 64	10919	8621.9	7577.9	10740	7956.7	7466.1	21659	15978.6	15044.0

TABLE II,
Showing time of Continuance in School.

SCHOOLS.	BOYS AND GIRLS.												TOTAL NUMBER REGISTERED.
	Less than Two Months.	Per Cent. of the Whole Number Registered.	Two and Less than Four.	Per Cent. of the Whole Number Registered.	Four and Less than Six.	Per Cent. of the Whole Number Registered.	Six and Less than Eight.	Per Cent. of the Whole Number Registered.	Eight and Less than Ten.	Per Cent. of the Whole Number Registered.	The Entire Year.	Per Cent. of the Whole Number Registered.	
Bolton.....	20	6.1	26	8.1	29	8.9	33	10.2	96	29.6	120	37.1	324
Brownell.....	117	7.6	197	12.6	135	8.7	166	10.6	363	23.3	530	37.2	1558
Case.....	94	8.1	154	13.2	84	7.2	142	12.1	296	25.3	399	34.1	1169
Charter Oak....	26	15.5	34	20.2	29	17.3	14	8.3	38	22.6	27	16.1	168
Clark.....	37	12.5	43	14.6	35	11.9	54	18.3	55	18.6	71	24.1	295
Crawford.....	11	23.9	6	13.0	5	10.9	5	10.9	15	32.6	4	8.7	46
Dunham.....	4	6.8	5	8.5	7	11.8	5	8.5	20	33.9	18	30.5	59
Eagle.....	67	14.4	80	17.2	75	16.1	71	15.2	131	28.1	42	9.0	466
Euclid.....	26	13.6	38	19.9	18	9.5	19	9.9	56	29.3	34	17.8	191
Fairmount.....	27	10.0	61	22.7	19	7.1	24	8.9	83	30.9	55	20.4	269
Garden.....	8	5.5	26	17.9	10	6.9	23	15.9	44	30.3	34	23.5	145
Gordon.....	53	22.0	47	19.8	33	13.9	46	19.4	44	18.6	15	6.3	237
Hicks.....	103	10.7	136	14.2	96	10.0	181	13.6	246	25.6	249	25.9	961
Independence...	3	5.7	8	15.1	11	20.8	9	16.9	7	13.2	15	28.3	53
Kentucky.....	51	5.9	108	12.6	75	8.8	92	10.7	234	27.3	298	24.7	853
Kinsman.....	17	12.3	19	13.3	15	10.9	22	15.9	41	20.7	24	17.4	133
Lovejoy.....	20	23.5	16	16.3	14	16.5	11	13.0	8	3.5	21	24.7	85
Madison.....	13	3.2	27	17.0	17	10.3	23	14.6	43	27.2	35	22.2	159

Mayflower.....	97	7.3	175	18.1	106	7.9	107	8.0	277	20.8	578	42.9	1835
Meyer.....	6	7.4	19	28.6	9	11.1	6	7.4	80	27.0	11	13.5	81
North.....	47	8.8	76	13.4	57	10.1	63	10.9	151	26.7	173	30.6	566
Orchard.....	143	9.7	256	17.4	132	9.0	174	11.9	308	21.0	455	31.0	1468
Outhwaite.....	130	8.3	307	13.3	131	8.4	171	10.9	408	25.8	519	28.3	1561
Quincy.....	16	12.5	24	18.7	12	9.4	13	10.1	33	25.8	30	23.5	198
Ridge.....	3	9.1	6	18.1	5	15.2	5	15.2	7	21.2	7	21.2	33
Rockwell.....	139	11.1	166	13.3	133	10.7	176	14.3	345	27.5	288	23.1	1247
St. Clair.....	119	10.4	161	14.1	85	7.5	102	8.9	274	24.0	400	35.1	1141
South.....	13	13.9	12	12.9	10	10.8	18	19.3	34	36.6	6	6.5	98
Sterling.....	99	6.5	209	13.6	132	8.6	165	10.8	441	28.7	488	31.8	1534
Tremont.....	123	10.4	180	13.5	93	7.8	155	13.1	332	27.9	324	27.3	1187
Unclassified.....	11	25.0	17	39.6	9	20.5	6	13.6	1	2.3	.....	.....	44
Union Mills.....	35	19.8	27	15.2	33	18.6	19	10.8	40	22.6	23	13.0	177
Wade.....	75	8.8	133	16.0	85	10.2	104	12.5	215	25.8	222	26.7	894
Walnut.....	44	6.3	99	14.1	72	10.3	88	12.5	195	27.8	204	29.0	702
Warren.....	62	8.8	82	11.7	74	10.5	79	11.2	142	20.1	266	37.7	705
Washington.....	93	11.6	112	14.0	98	12.3	103	12.9	196	24.6	196	24.6	708
Woodland.....	9	10.9	22	26.5	15	18.1	16	19.3	14	16.8	7	8.4	83
Total Gram. } and Prim. }	1960	9.4	2994	14.3	1998	9.6	2459	11.8	5253	25.1	6233	29.8	20897
Normal.....	1	2.0	5	10.2	5	10.2	13	26.6	15	30.6	10	20.4	49
Central High.....	11	2.4	31	7.0	21	4.4	30	6.7	72	15.9	288	63.6	453
West High.....	3	1.9	12	7.3	17	10.5	15	9.3	42	26.0	78	45.0	163
East High.....	.....	.....	11	11.3	1	1.0	12	12.2	12	12.2	62	63.8	98
Total Higher..	15	2.0	59	7.7	44	5.8	70	9.2	141	18.5	433	56.6	763
GRAND TOTAL	1975	9.1	3053	14.1	2042	9.4	2529	11.7	5394	24.9	6666	30.8	21659

TABLE III.

Showing the Degree of Regularity and Irregularity in Daily Attendance.

SCHOOLS.	BOYS AND GIRLS.									
	Never Absent.	Per Cent. of the Whole Number Registered.	Absent Less than One-Half Day	Per Cent. of the Whole Number Registered.	Absent One-Half Day & Less than One Day per Week.	Per Cent. of the Whole Number Registered.	Absent One and Less than Two Days per Week.	Per Cent. of the Whole Number Registered.	Absent Two and Less than Three Days per Week.	Per Cent. of the Whole Number Registered.
Bolton.....	12	8.8	231	71.4	63	19.2	16	5.0	2	.6
Brownell.....	102	6.5	1193	76.6	196	12.6	58	3.7	0	.0
Case.....	66	5.6	800	68.4	215	18.4	75	6.4	12	1.1
Charter Oak.....	13	7.7	99	59.0	35	20.8	16	9.5	4	2.4
Clark.....	11	3.7	202	68.5	67	22.7	13	4.5	1	.3
Crawford.....	1	2.2	18	89.1	9	19.6	16	34.8	.....	.....
Dunham.....	2	3.4	39	66.1	14	23.7	4	6.8	.....	.....
Eagle.....	19	4.1	239	51.3	129	27.6	70	15.0	8	1.8
Euclid.....	10	5.2	113	59.1	44	23.0	20	10.5	2	1.1
Fairmount.....	13	4.0	169	62.8	53	19.7	26	9.7	5	1.8
Garden.....	8	5.5	95	65.5	33	22.8	8	5.5	1	.7
Gordon.....	11	4.7	84	35.7	88	87.1	45	18.9	7	2.7
Hicks.....	44	4.6	660	69.7	174	18.1	66	6.0	12	1.2
Independence.....	1	1.9	33	62.2	14	36.4	5	9.5	.....	.....
Kentucky.....	68	7.9	649	75.7	104	12.1	34	4.0	2	.2
Kinman.....	4	2.0	96	60.6	30	21.7	8	5.8	.....	.....
Lovejoy.....	2	2.4	28	32.9	20	23.5	25	20.4	8	9.4
Mulison.....	22	13.8	97	61.6	28	17.8	8	5.0	.....	.....
Mayflower.....	147	11.0	1027	70.9	108	8.1	48	3.6	5	.4
Total	1335									
Number Registered	1335									
Per Cent. of the Whole Number Registered										
Absent Three Days or More										
Per Cent. of the Whole Number Registered										

Meyer.....	4	4.9	61	75.3	14	17.3	2	2.5	.....	.....	.....	81
North.....	19	3.3	364	64.3	128	22.6	48	18.5	6	1.1	1	566
Orchard.....	68	4.6	1014	69.1	258	17.6	111	7.6	16	1.1	1	1468
Outwaite.....	95	6.1	1153	73.9	205	13.1	85	5.4	18	1.2	5	1561
Quincy.....	10	7.8	75	58.6	31	24.2	11	8.6	.....	.....	1	128
Ridge.....	2	6.1	23	69.7	7	21.2	1	3.0	.....	.....	.....	33
Rockwell.....	59	4.8	810	64.9	243	19.5	101	8.1	32	2.6	2	1247
St. Clair.....	104	9.1	789	69.1	184	16.1	53	4.7	9	.8	2	1141
South.....	3	3.2	30	32.3	48	51.6	11	11.9	.....	.....	1	98
Sterling.....	79	5.1	1149	74.9	235	15.3	64	4.2	4	.2	3	1534
Tremont.....	38	3.2	814	68.6	232	19.4	92	7.8	10	.9	1	1187
Unclassified.....	16	36.5	18	40.9	6	13.6	3	6.8	1	2.2	.....	44
Union Mills.....	5	2.8	82	46.3	52	29.4	32	18.1	4	2.3	2	177
Wade.....	27	3.2	573	68.7	163	19.6	60	7.2	10	1.2	1	834
Walnut.....	35	5.0	468	68.8	140	19.9	46	6.5	11	1.5	2	703
Warren.....	35	5.0	465	66.0	158	22.4	40	5.6	5	.7	2	705
Washington.....	33	4.1	476	59.6	192	24.1	75	9.4	15	1.9	7	798
Woodland.....	2	2.4	42	50.6	25	30.1	11	13.3	1	1.2	2	83
Total Gram. } and Prim. }	1190	5.7	14278	68.3	3745	17.9	1407	6.7	230	1.1	57	20987
Normal School.....	8	16.2	40	81.7	1	2.0	.....	.....	.....	.....	.....	49
Central High.....	70	15.4	325	71.8	44	9.7	13	2.7	2	.4	.....	453
West High.....	27	16.6	127	78.4	8	5.0	.....	.....	.....	.....	.....	102
East High.....	6	6.2	87	88.7	5	5.1	.....	.....	.....	.....	.....	98
Total Higher.....	111	14.5	579	76.0	58	7.6	12	1.6	2	.4	.....	762
GRAND TOTAL	1301	6.0	14857	68.5	3803	17.5	1419	6.6	232	1.0	57	21659

TABLE IV,
Showing the Ages of Pupils in the Public Schools.

SCHOOLS.	AGES AT LAST BIRTH DAY.															TOTAL NUMBER REGISTERED
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Bolton.....	.....	.....	.....	3	26	48	72	54	47	45	21	5	3	.....	.....	.....
Brownell.....	223	145	167	171	176	178	191	119	108	50	23	8	.....	1	.....	.....
Case.....	206	177	173	139	154	135	88	47	82	11	7	.....	.....	.....	.....	.....
Charter Oak.....	53	38	25	23	15	2	6	.....	1	.....	.....	.....	.....	.....	.....	.....
Clark.....	78	59	59	34	33	17	14	1	.....	.....	.....	.....	.....	.....	.....	.....
Crawford.....	14	11	7	6	2	2	2	1	.....	1	.....	.....	.....	.....	.....	.....
Dunham.....	19	15	6	8	6	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eagle.....	180	75	71	63	35	21	6	10	5	.....	.....	.....	.....	.....	.....	.....
Euclid.....	45	26	36	30	27	13	12	1	1	.....	.....	.....	.....	.....	.....	.....
Fairmount.....	45	68	45	49	29	18	9	3	2	.....	1	.....	.....	.....	.....	.....
Garden.....	34	32	18	19	23	11	4	4	.....	.....	.....	.....	.....	.....	.....	.....
Gordon.....	70	62	40	23	24	8	6	4	.....	.....	.....	.....	.....	.....	.....	.....
Hicks.....	166	122	114	109	92	103	96	83	58	16	2	.....	.....	.....	.....	.....
Independence.....	9	8	10	7	12	2	3	1	.....	.....	.....	.....	.....	1	.....	.....
Kentucky.....	106	65	81	89	76	57	78	86	94	83	27	10	4	2	.....	.....
Kinsman.....	38	18	20	20	19	14	6	2	.....	1	.....	.....	.....	.....	.....	.....
Lovejoy.....	8	20	7	16	6	13	5	5	2	1	.....	2	.....	.....	.....	.....
Madison.....	38	45	26	13	12	10	4	4	1	.....	.....	.....	.....	.....	.....	.....
Mayflower.....	275	185	151	194	154	125	104	82	43	14	5	2	1	.....	.....	.....
																1935

Meyer.....	51	20	6	4	61	49	42	15	5	5	1	1	81
North.....	115	72	70	66	64	111	93	81	33	19	7	2	566
Orchard.....	307	185	209	185	175	150	90	43	13	...	...	...	1468
Outhwaite.....	275	172	184	200	171	131	147	86	56	20	6	4	1561
Quincy.....	49	23	20	22	10	2	2	...	...	...	...	...	128
Ridge.....	5	7	6	4	4	4	1	1	...	...	...	...	33
Rockwell.....	173	153	161	140	140	111	133	81	33	19	7	2	1247
St. Clair.....	251	132	138	114	121	99	100	89	24	6	...	...	1141
South.....	46	25	14	5	1	2	...	...	...	...	...	...	93
Sterling.....	252	156	172	189	149	169	136	105	50	16	8	4	1534
Tremont.....	246	172	150	154	134	99	88	47	50	27	7	5	1187
Unclassified.....	...	...	2	6	2	11	10	6	1	5	...	1	44
Union Mills.....	42	42	38	19	20	9	5	2	...	...	...	...	177
Wade.....	195	155	139	122	89	56	47	21	7	2	1	...	834
Walnut.....	104	72	67	99	73	51	62	49	52	38	9	4	702
Warren.....	204	122	96	115	81	35	24	17	7	3	1	...	705
Washington.....	156	88	105	97	100	72	74	56	34	10	4	2	798
Woodland.....	20	26	9	19	2	3	2	...	...	...	...	...	83
Total Gram. and Pri.	4103	2793	2642	2577	2261	1847	1692	1255	943	489	67	29	20897
Normal School.....	...	...	...	...	...	...	...	...	...	...	11	10	49
Central High School.....	...	...	...	...	...	...	4	22	60	124	75	39	453
West High School.....	...	...	...	...	...	...	1	4	8	47	41	15	162
East High School.....	...	...	...	...	...	...	1	...	7	21	17	13	98
Total Higher.....	...	...	...	...	...	...	6	26	75	192	144	77	762
GRAND TOTAL.....	4103	2793	2642	2577	2261	1847	1698	1281	1018	681	211	106	21659

TABLE V.

Showing the Number Registered in each grade of the Grammar, Normal and High Schools, the number of the same Remaining at the Close of the Year, the Number Promoted at the Annual Examinations, and the Number Promoted through the Year.

SCHOOLS.	A GRAMMAR.					B GRAMMAR.					C GRAMMAR.					D GRAMMAR.				
	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted Thro the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted Thro the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted Thro the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted Thro the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted Thro the Year.
Bolton.....	44	36	30	.....	81	53	50	1	77	60	57	.....	139	80	84	8	.....	.....	.....	.....
Brownell.....	61	50	44	.....	108	86	67	5	138	97	86	8	190	188	104	8	.....	.....	.....	.....
Case.....	60	43	30	.....	.....	.....	.....	.....	.....	.....	.....	.....
Charter Oak.....
Clark.....
Crawford.....
Dunham.....
Eagle.....
Euclid.....
Fairmount.....
Garden.....
Gordon.....
Hicks.....	58	41	35	.....	91	51	40	2	96	71	47	1	.....	.....	.....	.....
Independence.....
Kentucky.....	109	74	53	.....	143	93	76	1	71	53	35	1	111	95	69	8	.....	.....	.....	.....
Kinsman.....

November 1906
The Stinson Bros. are now owners of the "Dixie" and the "Dixie" is now being used as a school bus.

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Kinsman.....	17	9	8	38	25	17	29	19	16	54	41	23
Lovejoy.....	8	3	8	16	8	6	5	22	5	5	10	39	15	15	6
Madison.....	29	18	16	24	13	11	35	29	23	70	59	24
Mayflower.....	195	148	130	12	251	232	200	52	214	167	156	11	423	317	177	90
Meyer.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North.....	103	67	47	.....	131	96	87	1	55	50	42	60	185	153	53	10
Orchard.....	215	138	111	.....	252	251	128	.....	282	140	110	116	532	369	193	91
Outhwaite.....	223	167	150	6	247	188	166	11	202	203	180	3	450	294	186	75
Quincy.....	.....	.....	.....	.....	23	16	11	.....	39	31	27	.....	66	51	15	.....
Ridge.....	8	6	5	.....	5	4	2	.....	6	5	5	.....	14	9	3	.....
Rockwell.....	129	94	85	2	286	161	138	4	239	163	122	8	826	221	119	30
St. Clair.....	183	132	116	1	172	135	125	1	198	164	125	51	325	222	90	22
South.....	.....	.....	.....	.....	.....	.....	.....	.....	29	14	11	.....	64	50	17	.....
Sterling.....	230	174	140	10	249	200	172	10	197	171	126	1	392	265	168	63
Tremont.....	133	143	88	3	209	107	97	50	212	142	121	3	432	323	192	2
Unclassified.....	20	8	.....	.....	10	3	.....	.....	4	2	.....	.....	4	3	.....	.....
Union Mills.....	16	11	9	.....	35	24	20	.....	44	33	30	.....	82	64	37	.....
Wade.....	87	54	53	7	183	131	99	.....	157	101	95	.....	332	206	115	.....
Walnut.....	72	50	43	.....	115	129	101	.....	124	60	38	55	172	125	69	26
Warren.....	69	41	29	.....	118	75	51	10	146	119	77	15	350	282	79	50
Washington.....	133	89	56	1	148	101	77	.....	159	121	108	5	221	154	82	37
Woodland.....	.....	.....	.....	.....	17	10	9	.....	22	12	10	.....	44	30	13	.....
TOTAL PRIMARY.....	2718	2031	1620	62	3573	2609	2119	223	3497	2516	2103	406	6771	4906	2464	514

TABLE III,
Showing the Degree of Regularity and Irregularity in Daily Attendance.

SCHOOLS.	BOYS AND GIRLS.												TOTAL NUMBER REGISTERED
	Never Absent.	Per Cent. of the Whole Number Registered.	Absent Less than One-Half Day per Week.	Per Cent. of the Whole Number Registered.	Absent One-Half Day & Less than One Day per Week.	Per Cent. of the Whole Number Registered.	Absent One and Less than Two Days per Week.	Per Cent. of the Whole Number Registered.	Absent Two and Less than Three Days per Week.	Per Cent. of the Whole Number Registered.	Absent More than Three Days per Week.	Per Cent. of the Whole Number Registered.	
Bolton.....	12	3.8	231	71.4	63	19.2	16	5.0	2	.6	.....	.....	324
Brownell.....	102	6.5	1193	76.6	196	12.6	58	3.7	9	.6	.....	.....	1558
Case.....	66	5.6	800	68.4	215	18.4	75	6.4	12	1.1	1	.1	1169
Charter Oak.....	13	7.7	99	59.0	35	20.8	16	9.5	4	2.4	1	.6	168
Clark.....	11	3.7	202	68.5	67	22.7	13	4.5	1	.3	1	.3	295
Crawford.....	1	2.2	18	39.1	9	19.6	16	34.8	.....	.....	2	4.3	46
Dunham.....	2	3.4	39	66.1	14	23.7	4	6.8	.....	.....	.....	.....	59
Eagle.....	19	4.1	239	51.3	129	27.6	70	15.0	8	1.8	1	.2	466
Euclid.....	10	5.2	113	59.1	44	23.0	20	10.5	2	1.1	2	1.1	191
Fairmount.....	13	4.9	169	62.8	53	19.7	26	9.7	5	1.8	3	1.1	269
Garden.....	8	5.5	95	65.5	33	22.8	8	5.5	1	.7	.....	.....	145
Gordon.....	11	4.7	84	85.7	88	37.1	45	18.9	7	2.7	2	.9	237
Hicks.....	44	4.6	660	68.7	174	18.1	66	6.9	12	1.2	5	.5	961
Independence.....	1	1.9	33	62.2	14	26.4	5	9.5	.....	.....	.....	.....	53
Kentucky.....	68	7.9	649	75.7	104	12.1	34	4.0	2	.2	1	.1	858
Kinsman.....	4	2.9	96	69.6	30	21.7	8	5.8	.....	.....	.....	.....	186
Lovejoy.....	2	2.4	28	32.9	20	23.5	25	29.4	8	9.4	2	2.4	85
Madison.....	22	18.8	97	61.6	28	17.8	8	5.0	.....	.....	3	1.8	158
Mayflower.....	147	11.0	1027	70.9	108	8.1	48	3.6	5	.4	.....	.....	1935

Meyer.....	4	4.9	61	75.3	14	17.3	2	2.5	6	1.1	.....	81
North.....	19	8.3	864	64.3	128	22.6	48	18.5	1	1.1	.....	566
Orchard.....	68	4.6	1014	69.1	258	17.6	111	7.6	1	1.1	.....	1468
Outhwaite.....	95	6.1	1153	73.9	205	18.1	85	5.4	5	1.2	.....	1561
Quincy.....	10	7.8	75	58.6	31	24.2	11	8.6	1	.....	.....	128
Ridge.....	2	6.1	23	69.7	7	21.2	1	3.0	.....	.....	.....	33
Rockwell.....	59	4.8	810	64.9	243	19.5	101	8.1	32	2.6	.....	1247
St. Clair.....	104	9.1	789	69.1	184	16.1	53	4.7	9	.....	.....	1141
South.....	3	3.2	30	32.3	48	51.6	11	11.9	.....	.....	.....	98
Sterling.....	79	5.1	1149	74.9	235	15.3	64	4.2	4	.....	.....	1534
Tremont.....	38	3.2	814	68.6	232	19.4	92	7.8	10	.....	.....	1187
Unclassified.....	16	36.5	18	40.9	6	13.6	3	6.8	1	2.2	.....	44
Union Mills.....	5	2.8	82	46.3	52	29.4	32	18.1	4	2.3	.....	177
Wade.....	27	3.2	573	68.7	163	19.6	60	7.2	10	1.2	.....	884
Walnut.....	35	5.0	468	68.8	140	19.9	46	6.5	11	1.5	.....	702
Warren.....	35	5.0	465	66.0	158	22.4	40	5.6	5	.....	.....	705
Washington.....	33	4.1	476	59.6	192	24.1	75	9.4	15	1.9	.....	798
Woodland.....	2	2.4	42	50.6	25	30.1	11	13.8	1	1.2	.....	83
Total Gram. } and Prim. }	1190	5.7	14278	68.3	3745	17.9	1407	6.7	230	1.1	.....	20997
Normal School..	8	16.2	40	81.7	1	2.0	.....	.....	.....	.....	.....	49
Central High....	70	15.4	325	71.8	44	9.7	12	2.7	3	.....	.....	458
West High.....	27	16.6	127	78.4	8	5.0	.....	.....	.....	.....	.....	162
East High.....	6	6.2	87	88.7	5	5.1	.....	.....	.....	.....	.....	98
Total Higher..	111	14.5	579	76.0	58	7.6	12	1.6	2	.....	.....	762
GRAND TOTAL	1301	6.0	14857	68.5	3803	17.5	1419	6.6	222	1.0	.....	21659

TABLE IV,
Showing the Ages of Pupils in the Public Schools.

SCHOOLS.	AGES AT LAST BIRTH DAY.																TOTAL NUMBER REGISTERED.
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Bolton.....	.....	.....	.....	3	26	48	72	54	47	45	21	5	3	.....	.....	.....	324
Brownell.....	223	145	167	171	176	178	191	119	106	50	23	8	.....	1	.....	.....	1558
Case.....	206	177	173	139	154	135	88	47	32	11	7	.....	.....	.....	.....	.....	1169
Charter Oak.....	58	88	25	23	15	2	6	.....	1	.....	.....	.....	.....	.....	.....	.....	168
Clark.....	78	59	59	34	33	17	14	1	.....	.....	.....	.....	.....	.....	.....	.....	295
Crawford.....	14	11	7	6	2	2	2	1	.....	1	.....	.....	.....	.....	.....	.....	46
Dunham.....	19	15	6	8	6	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59
Eagle.....	180	75	71	63	35	21	6	10	5	.....	.....	.....	.....	.....	.....	.....	466
Euclid.....	45	26	36	30	27	13	12	1	1	.....	.....	.....	.....	.....	.....	.....	191
Fairmount.....	45	68	45	49	29	18	9	3	2	.....	1	.....	.....	.....	.....	.....	269
Garden.....	34	32	18	19	23	11	4	4	.....	.....	.....	.....	.....	.....	.....	.....	145
Gordon.....	70	62	40	23	24	8	6	4	.....	.....	.....	.....	.....	.....	.....	.....	237
Hicks.....	166	122	114	109	92	103	96	83	58	16	2	.....	.....	.....	.....	.....	961
Independence.....	9	8	10	7	12	2	3	1	.....	.....	.....	.....	.....	1	.....	.....	53
Kentucky.....	106	65	81	89	76	57	78	86	94	83	27	10	4	2	.....	.....	859
Kinsman.....	38	18	20	20	10	14	6	2	.....	1	.....	.....	.....	.....	.....	.....	136
Lovejoy.....	8	20	7	16	6	13	5	5	2	1	.....	2	.....	.....	.....	.....	85
Madison.....	38	45	26	18	12	10	4	4	1	.....	.....	.....	.....	.....	.....	.....	168
Mayflower.....	275	185	151	194	154	125	104	82	43	14	5	2	1	.....	.....	.....	1335

Meyer.....	51	20	6	.....	4	.....	61	49	42	15	5	5	1	1	.....	81
North.....	115	72	70	66	64	.....	150	111	90	43	18	.....	.....	.....	.....	566
Orchard.....	307	185	209	185	175	.....	150	111	90	43	18	.....	.....	.....	.....	1469
Outhwaite.....	275	172	184	200	171	.....	191	147	107	96	53	20	6	4	.....	1561
Quincy.....	49	23	20	23	10	.....	2	2	.....	.....	.....	.....	.....	.....	.....	123
Ridge.....	5	7	6	4	4	.....	4	1	1	1	.....	.....	.....	.....	.....	33
Rockwell.....	173	153	161	140	140	.....	111	133	93	81	32	19	7	2	2	1247
St. Clair.....	251	182	138	114	121	.....	99	100	89	67	24	6	.....	.....	.....	1141
South.....	46	25	14	5	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	93
Sterling.....	252	156	172	199	149	.....	169	136	128	105	50	16	8	4	.....	1634
Tremont.....	246	172	150	154	134	.....	99	83	47	50	27	13	7	5	.....	1187
Unclassified.....	.....	.....	2	6	2	.....	11	10	6	1	5	.....	.....	1	.....	44
Union Mills.....	42	43	38	19	20	.....	9	5	2	.....	.....	.....	.....	.....	.....	177
Wade.....	195	155	139	123	89	.....	56	47	21	7	2	1	.....	.....	.....	884
Walnut.....	104	72	67	99	73	.....	51	62	49	52	88	22	9	4	.....	702
Warren.....	204	122	96	115	81	.....	35	24	17	7	3	1	.....	.....	.....	705
Washington.....	156	88	105	97	100	.....	72	74	56	34	10	4	2	.....	.....	798
Woodland.....	20	26	9	19	2	.....	3	2	.....	2	.....	.....	.....	.....	.....	83
Total Gram. and Pri.	4103	2793	2642	2577	2261	.....	1847	1692	1255	943	489	193	67	29	6	20897
Normal School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	10	28	49
Central High School.....	.....	.....	.....	.....	.....	.....	.....	4	22	60	124	103	75	39	22	453
West High School.....	.....	.....	.....	.....	.....	.....	.....	1	4	8	47	38	41	15	8	162
East High School.....	.....	.....	.....	.....	.....	.....	.....	1	.....	7	21	33	17	13	3	98
Total Higher.....	.....	.....	.....	.....	.....	.....	.....	6	26	75	192	173	144	77	61	762
GRAND TOTAL.....	4103	2793	2642	2577	2261	.....	1847	1698	1281	1018	681	366	311	106	67	21659

TABLE V.

Showing the Number Registered in each grade of the Grammar, Normal and High Schools, the number of the same Remaining at the Close of the Year, the Number Promoted at the Annual Examinations, and the Number Promoted through the Year.

SCHOOLS.	A GRAMMAR.					B GRAMMAR.					C GRAMMAR.					D GRAMMAR.				
	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examinat'n.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examinat'n.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examinat'n.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examinat'n.	No. Promoted Thro' the Year.	No. Registered.	No. Remaining at End of Year.	No. Promoted at An. Examinat'n.	No. Promoted Thro' the Year.
Bolton.....	44	36	30	.....	81	52	50	1	77	60	57	.....	122	89	84	8	.....	.....	.....	.....
Brownell.....	61	50	44	.....	103	80	67	5	123	97	86	3	190	138	104	8	.....	.....	.....	.....
Case.....	60	42	39	.....	.....	.....	68	2	.....	.....	.....	.....
Charter Oak.....
Clark.....
Crawford.....
Dunham.....
Eagle.....
Euclid.....
Fairmount.....
Garden.....
Gordon.....	68	41	35	.....	91	51	40	2	96	71	47	1	.....	.....	.....	.....
Hicks.....
Independence.....	142	93	76	1	71	52	35	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky.....	109	74	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kinsman.....

TABLE VI,

Showing the Number of Pupils Registered in each grade of the Primary Departments, the Number Remaining in Each at the Close of the Year, the Number Promoted at the Annual Examination in June, and the Number Promoted through the Year.

SCHOOLS.	A PRIMARY.				B PRIMARY.				C PRIMARY.				D PRIMARY.			
	Number Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted through the Year.	Number Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted through the Year.	Number Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted through the Year.	Number Registered.	No. Remaining at End of Year.	No. Promoted at An. Examination.	No. Promoted through the Year.
Bolton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brownell.....	316	226	184	12	242	203	173	13	192	151	149	53	331	253	151	27
Case.....	181	130	122	3	197	143	131	.....	223	170	184	5	387	301	152	.....
Charter Oak.....	.....	.....	.....	.....	35	18	14	.....	53	29	23	.....	80	51	27	1
Clark.....	.....	.....	.....	.....	63	26	25	.....	70	30	30	.....	157	90	60	.....
Crawford.....	.....	.....	.....	.....	10	3	3	.....	9	5	5	.....	27	11	10	2
Dunham.....	.....	.....	.....	.....	15	11	10	.....	12	12	9	.....	32	25	14	.....
Eagle.....	.....	.....	.....	.....	69	39	37	.....	116	77	65	1	281	173	83	.....
Euclid.....	53	37	34	.....	42	33	28	.....	37	28	27	.....	59	47	23	.....
Fairmount.....	56	48	43	4	60	45	45	2	65	43	43	5	88	69	43	.....
Garden.....	40	28	18	.....	18	15	14	.....	32	23	23	.....	55	40	23	.....
Gordon.....	.....	.....	.....	.....	43	26	20	.....	53	30	23	.....	136	112	43	.....
Hicks.....	116	110	66	1	102	66	38	30	138	103	86	4	300	221	104	7
Independence.....	.....	.....	.....	.....	12	10	9	.....	11	7	6	.....	30	23	12	.....
Kentucky.....	87	105	64	.....	122	62	55	34	66	57	53	.....	150	113	73	35

Kinsman.....	17	9	8	.....	38	25	17	.....	29	19	16	.....	54	41	28	.....
Lovejoy.....	8	8	8	.....	16	8	6	5	22	5	5	10	39	15	15	6
Madison.....	29	18	16	.....	24	13	11	.....	35	29	23	.....	70	59	24	.....
Mayflower.....	195	143	130	12	251	232	200	52	214	167	156	11	423	317	177	80
Meyer.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North.....	102	67	47	.....	131	96	87	1	55	50	42	60	185	153	53	10
Orchard.....	215	138	111	.....	252	251	128	.....	282	140	110	116	532	369	193	91
Outhwaite.....	223	167	150	6	247	188	166	11	202	203	180	3	450	294	136	75
Quincy.....	.....	.....	.....	.....	23	16	11	.....	39	31	27	.....	66	51	15	.....
Ridge.....	8	6	5	.....	5	4	2	.....	6	5	5	.....	14	9	3	.....
Rockwell.....	129	94	85	2	236	161	138	4	239	163	122	8	326	221	119	30
St. Clair.....	133	132	116	1	172	135	125	1	198	164	125	51	325	222	90	22
South.....	.....	.....	.....	.....	.....	.....	.....	.....	29	14	11	.....	64	50	17	.....
Sterling.....	230	174	140	10	249	200	172	10	197	171	126	1	392	265	168	68
Tremont.....	133	143	88	3	209	107	97	50	212	142	121	3	432	323	192	3
Unclassified.....	20	8	.....	.....	10	3	.....	.....	4	2	.....	.....	4	3	.....	.....
Union Mills.....	16	11	9	.....	35	24	20	.....	44	33	30	.....	82	64	37	.....
Wade.....	87	54	53	7	182	131	99	.....	157	101	95	.....	332	266	115	.....
Walnut.....	72	50	43	.....	115	129	101	.....	124	60	38	55	172	123	69	26
Warren.....	69	41	29	.....	118	75	51	10	146	119	77	15	350	282	79	50
Washington.....	133	89	56	1	148	101	77	.....	159	121	108	5	221	154	82	37
Woodland.....	.....	.....	.....	.....	17	10	9	.....	22	12	10	.....	44	30	13	.....
TOTAL PRIMARY.....	2718	2031	1620	62	3573	2609	2119	223	3497	2516	2103	406	6771	4906	2464	514

TABLE VII.

Showing the Number of Pupils Registered in the several Classes of the Grammar and Primary Departments, and the Average Ages of the respective Classes, for the School Year ending June 29, 1877.

SCHOOLS.	GRAMMAR.										PRIMARY.								Average Age of Pupils of the Grammar and Primary Departments.
	No. Registered in Class A, Eighth Year.	Average Age.	No. Registered in Class B, Seventh Year.	Average Age.	No. Registered in Class C, Sixth Year.	Average Age.	No. Registered in Class D, Fifth Year.	Average Age.	Total Grammar.	No. Registered in Class A, Fourth Year.	Average Age.	No. Registered in Class B, Third Year.	Average Age.	No. Registered in Class C, Second Year.	Average Age.	No. Registered in Class D, First Year.	Average Age.	Total Primary.	
Bolton.....	44	14.8	81	14.0	80	12.6	119	11.7	324	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brownell.....	63	14.4	100	13.4	124	12.8	186	12.1	473	308	10.9	253	9.4	198	9.8	331	6.5	1085	9.9
Case.....	62	12.4	118	11.9	180	179	10.5	198	9.8	222	8.3	390	6.8	989	9.0
Charter Oak..	35	9.4	54	8.3	79	6.3	168	7.6
Clark.....	67	9.5	70	8.4	158	7.2	295	8.0
Crawford.....	10	10.5	9	8.1	27	6.9	46	7.9
Dunham.....	15	9.9	14	7.8	30	6.5	59	7.7
Eagle.....	69	10.3	117	8.6	280	6.7	466	8.1
Euclid.....	52	10.3	43	8.9	85	7.9	61	6.6	191	8.3
Fairmount.....	55	10.2	61	8.8	65	8.2	88	6.8	269	8.8
Garden.....	40	10.3	18	9.1	32	7.5	55	6.6	145	8.1
Gordon.....	48	9.5	44	8.6	150	6.8	287	7.6
Hicks.....	58	13.2	84	12.7	102	12.0	244	156	10.6	119	9.5	189	8.3	303	6.7	717	9.4
Independence.	12	10.8	11	10.0	30	7.7	53	8.7
Kentucky.....	105	14.8	140	13.8	66	13.0	113	11.7	430	120	9.7	90	9.0	97	7.5	151	6.5	428	10.8
Kinman.....	17	11.1	34	9.4	26	8.4	54	6.4	139	8.3

[illegible]

TABLE VIII,
Showing Average Daily Attendance in Each Grade of the Schools for the Year Ending June 29, 1877.

SCHOOLS.	GRAMMAR.					PRIMARY.					GRAND TOTAL.
	A	B	C	D	Total Grammar.	A	B	C	D	Total Primary.	
Bolton.....	38.1	58.9	62.1	90.3	247.4	.....	.....	.....	.....	.....	247.4
Brownell.....	53.4	85.4	98.0	142.5	379.3	239.4	195.7	138.2	187.9	761.2	1140.5
Case.....	48.4	86.5	134.9	139.8	151.2	166.2	240.1	697.3	832.2
Charter Oak.....	21.8	32.5	39.3	93.6	93.6
Clark.....	42.9	51.1	92.4	186.4	186.4
Crawford.....	6.2	6.4	12.3	24.9	24.9
Dunham.....	10.5	10.8	22.0	43.3	43.3
Eagle.....	40.3	74.8	152.9	268.0	268.0
Euclid.....	34.5	31.1	23.7	29.2	118.5	118.5
Fairmount.....	41.7	42.2	44.7	41.7	170.3	170.3
Garden.....	31.4	14.4	38.3	31.1	110.2	110.2
Gordon.....	25.0	26.0	62.9	118.9	118.9
Hicks.....	48.9	58.5	75.1	177.5	128.5	71.6	96.3	172.3	463.7	641.2
Independence.....	10.2	7.2	17.1	34.5	34.5
Kentucky.....	82.9	105.5	62.3	94.0	344.7	100.9	70.8	63.8	87.6	313.1	646.8
Kentucky.....	13.5	26.7	10.8	24.6	47.6	47.6

Lovejoy					3.0	0.0	1.0	02.2	102.9	102.9	102.9
Madison					20.1	16.3	25.6	40.9	102.9	102.9	102.9
Mayflower	48.8	67.1	91.1	207.0	151.4	234.0	165.9	279.8	881.1	1038.1	1038.1
Meyer								51.9	51.9	51.9	51.9
North		33.0	39.5	72.5	71.5	94.4	44.9	110.6	321.4	393.9	393.9
Orchard		47.1	90.8	137.9	148.4	255.5	138.2	292.7	832.8	970.7	970.7
Outhwaite	46.7	62.4	162.9	341.3	170.7	191.0	194.6	217.5	773.8	1115.1	1115.1
Quincy						16.3	29.5	33.7	79.5	79.5	79.5
Ridge					6.4	2.7	4.4	6.6	20.1	20.1	20.1
Rockwell	44.5	44.1	79.2	251.5	97.9	103.9	154.9	219.8	576.5	828.0	828.0
St. Clair	43.0	46.4	77.0	209.6	141.9	181.3	155.6	165.1	593.9	808.5	808.5
South							19.3	34.9	54.2	54.2	54.2
Sterling	78.5	74.0	132.6	368.2	166.7	199.3	159.5	218.7	744.2	1112.4	1112.4
Tremont	27.0	28.6	41.5	148.3	150.3	109.6	143.0	260.9	663.8	812.1	812.1
Unclassified			1.0	2.0	6.3	2.4	1.7	2.4	12.8	14.8	14.8
Union Mills								86.3	94.6	94.6	94.6
Wade			58.6	58.6	61.0	136.8	102.1	205.5	505.4	564.0	564.0
Walnut	30.5	45.2	33.9	52.1	51.1	130.9	50.8	98.2	331.0	492.7	492.7
Warren			14.5	14.5	48.9	85.8	118.5	227.9	481.1	495.6	495.6
Washington			52.1	99.1	86.0	103.1	108.7	118.3	416.1	515.2	515.2
Woodland						9.9	12.9	19.6	42.4	42.4	42.4
Total Gram. & Pri.	442.6	643.2	864.7	1395.5	3846.0	2117.0	2610.6	3889.9	11063.3	14409.3	14409.3

TABLE IX.

Showing the Average Daily Attendance for Each Month of the School Year Ending June 29, 1877.

SCHOOLS.	FIRST TERM.				SECOND TERM.			THIRD TERM.		
	Month ending Sept. 29, 1876.	Month ending Oct. 27, 1876.	Month ending Nov. 24, 1876.	Month ending Dec. 22, 1876.	Month ending Feb. 2, 1877.	Month ending March 2, 1877.	Month ending March 30, 1877.	Month ending March 4, 1877.	Month ending June 1, 1877.	Month ending June 29, 1877.
Bolton.....	258.7	257.7	262.6	263.2	254.4	257.5	238.6	236.3	224.5	226.1
Brownell.....	1107.7	1141.8	1164.3	1130.2	1137.1	1158.1	1107.2	1182.0	1144.7	1150.0
Case.....	870.9	855.4	879.5	833.3	816.3	825.2	802.1	858.1	801.8	813.5
Charter Oak.....	98.5	103.8	100.6	90.0	88.4	90.7	76.9	97.7	95.9	97.7
Clark.....	157.9	171.8	194.2	205.1	219.2	214.7	202.6	182.3	172.7	142.8
Crawford.....	26.4	26.6	29.1	25.6	22.3	26.1	25.0	25.3	24.8	16.6
Dunham.....	44.4	41.4	43.3	39.1	36.1	45.0	45.4	47.2	46.4	46.5
Eagle.....	247.6	265.5	270.8	237.2	261.7	275.4	269.3	289.3	271.1	269.2
Euclid.....	108.1	115.4	116.7	113.4	107.0	108.2	104.8	127.8	131.3	127.6
Fairmount.....	162.5	166.9	164.0	147.4	154.7	161.0	151.9	191.7	200.2	189.9
Garden.....	101.6	103.8	96.7	91.7	101.5	105.7	97.4	102.0	100.4	99.5
Gordon.....	89.1	100.5	98.7	82.0	97.1	116.1	104.6	131.1	180.2	144.9
Hicks.....	661.9	651.9	651.5	634.8	642.9	636.9	617.6	637.7	621.3	630.3
Independence.....	29.1	30.6	32.1	32.8	34.7	37.1	32.0	41.1	38.9	38.2
Kentucky.....	649.8	667.8	645.6	617.6	646.8	640.6	628.2	648.6	636.8	638.0
Kinsman.....	81.5	86.1	89.6	82.9	83.4	91.6	85.1	90.5	90.0	91.1
Lovejoy.....	29.0	29.0	33.1	32.5	37.0	35.1	29.9	26.8	27.7	27.2
Marbleton.....	94.4	94.9	102.5	97.8	96.0	104.1	97.0	114.0	108.2	105.3

Mayflower.....	991.2	1005.0	1015.8	978.4	1011.8	1020.9	1002.3	1012.3	1023.6	1021.8
Meyer.....	44.5	49.9	52.2	46.1	49.8	46.5	54.4	54.4	56.6	68.5
North.....	391.4	399.9	409.5	389.1	378.8	398.8	398.3	398.3	405.2	402.1
Orchard.....	987.1	964.4	978.1	936.0	972.8	978.2	934.8	1017.8	1006.8	962.3
Outhwaite.....	1101.7	1111.5	1126.7	1091.2	1088.0	1120.6	1069.2	1174.5	1122.4	1122.3
Quincy.....	76.3	78.7	77.9	73.9	75.2	82.2	69.0	80.6	86.6	87.2
Ridge.....	19.2	18.6	18.1	17.9	19.9	23.8	22.2	19.7	21.9	20.4
Rockwell.....	779.1	814.5	852.2	831.5	897.3	826.5	779.9	858.2	899.7	847.2
St. Clair.....	773.5	795.3	796.4	785.6	789.8	790.8	792.8	837.7	831.0	833.4
South.....	47.3	57.1	56.3	54.7	50.3	61.5	46.7	56.4	58.3	60.0
Sterling.....	1102.2	1105.0	1118.5	1070.7	1126.9	1124.2	1077.9	1181.1	1116.4	1113.3
Tremont.....	867.9	848.6	819.7	776.9	805.9	853.2	772.9	892.3	817.6	796.2
Unclassified.....	4.9	9.6	15.7	16.8	15.9	17.2	14.1	15.2	17.1	17.5
Union Mills.....	60.1	71.7	71.6	63.9	85.1	106.2	118.2	116.0	134.5	113.6
Wade.....	562.4	574.0	598.8	562.5	564.8	570.0	518.6	634.8	592.0	579.2
Walnut.....	512.1	508.2	512.0	482.7	494.8	509.9	481.4	497.4	475.9	474.0
Warren.....	466.0	465.4	498.3	482.8	489.1	515.8	500.8	514.9	514.2	499.1
Washington.....	504.2	504.6	505.2	468.6	503.0	536.1	520.8	553.2	547.5	584.9
Woodland.....	28.5	38.9	39.0	45.1	38.8	48.6	41.9	48.2	48.7	47.1
Total Gram. and Pri.....	14189.6	14390.8	14531.8	13635.3	14293.5	14584.1	13899.0	14952.5	14630.9	14419.4
Normal School.....	41.9	40.0	37.3	35.5	38.8	38.9	38.6	39.9	40.6	40.1
Central High School.....	411.4	403.7	396.2	389.3	392.0	390.2	378.2	365.2	357.4	347.7
West High School.....	141.1	144.0	143.6	145.7	143.0	139.4	128.4	124.1	120.2	121.2
East High School.....	82.6	87.4	89.1	86.3	85.9	84.1	84.8	77.5	75.4	73.6
Total Higher.....	677.0	675.1	666.2	656.8	649.7	642.6	630.0	606.7	593.6	582.6
GRAND TOTAL.....	14815.6	15005.9	15198.0	14592.1	14873.2	15226.7	14529.0	15559.2	15294.5	15002.0

TABLE X,
Showing the results of the Enumeration of White and Colored Children in the City of Cleveland from Five to Twenty Years inclusive.
 (Taken October, 1877.)

WARDS.	MALES.																	TOTAL MALES.
	AGES AT LAST BIRTHDAY.																	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
First.....	72	77	82	93	95	91	79	80	64	72	52	60	64	70	50	68	1169	
Second.....	86	49	67	57	53	69	54	53	51	58	38	53	45	45	36	27	791	
Third.....	19	27	41	39	42	37	18	32	19	19	16	29	29	46	59	68	540	
Fourth.....	154	182	141	130	137	130	130	122	105	93	92	100	123	123	114	129	1955	
Fifth.....	121	140	122	109	114	104	101	108	83	90	97	80	99	81	77	42	1568	
Sixth.....	123	212	248	230	224	220	192	193	146	184	142	167	163	138	159	95	2886	
Seventh.....	111	114	115	136	97	124	92	106	77	97	67	93	80	86	63	50	1508	
Eighth.....	129	139	119	117	98	88	77	72	59	61	56	69	59	64	74	10	1281	

Ninth.....	143	113	120	99	82	85	83	72	59	47	59	62	47	76	62	91	1299
Tenth.....	98	91	140	111	103	121	90	98	78	97	81	81	78	80	66	60	1473
Eleventh.....	157	156	207	136	198	130	106	172	105	101	99	96	101	106	87	74	2026
Twelfth.....	217	140	173	142	123	145	95	115	86	142	102	123	77	96	59	52	1887
Thirteenth....	99	92	93	57	80	91	66	57	48	51	42	43	51	60	40	41	1011
Fourteenth....	132	137	115	123	101	92	71	77	54	77	61	59	51	53	38	31	1272
Fifteenth.....	43	80	94	83	56	54	81	58	53	45	32	36	35	27	27	34	837
Sixteenth.....	51	62	47	68	36	37	27	45	33	35	35	39	34	27	37	33	646
Seventeenth...	54	39	45	52	48	39	42	29	33	27	28	31	32	33	33	32	597
Eighteenth...	128	122	107	129	110	115	94	97	78	105	85	78	77	79	67	46	1512
Total Males } White & Col'd }	1881	1912	2076	1911	1792	1772	1497	1586	1231	1401	1184	1299	1245	1280	1148	983	24206
Col'd at dif- } ferent ages. }	25	16	23	20	18	16	18	11	13	8	17	15	15	21	19	18	273

TABLE X--CONTINUED.

WARDS.	FEMALES.																			DISTRIBUTION OF COLORED YOUTH.		
	AGES AT LAST BIRTH DAY.																			TOTAL NUMBER MALES AND FEMALES.		Total Colored in each ward.
																				Total Females		
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Males.	Females.				
First.....	82	81	76	95	85	96	78	90	81	88	67	99	87	103	87	72	1867	2586	65	41	106	
Second.....	35	39	32	47	44	39	55	48	48	60	57	49	64	85	90	99	891	1682	16	11	27	
Third.....	6	15	28	21	19	25	30	22	25	21	37	39	56	84	70	76	582	1122	16	6	22	
Fourth.....	135	126	128	160	141	129	126	123	121	111	123	145	130	177	146	181	2202	4157	65	75	140	
Fifth.....	108	112	131	128	127	128	99	100	100	95	105	88	79	92	74	67	1638	3201	7	7	14	
Sixth.....	113	230	221	230	249	196	201	232	160	198	171	210	203	225	201	145	8104	6000	84	78	162	
Seventh.....	118	129	134	112	110	106	101	99	98	81	85	88	68	87	65	52	1528	3086	.....	.....	.....
Eighth.....	98	118	116	91	60	90	94	55	75	67	62	66	73	67	67	49	1268	2544	.....	.....	.....
Ninth.....	115	91	109	106	86	83	85	82	49	62	66	74	68	71	47	95	1289	2898	.....	.....	.....
Tenth.....	95	115	107	118	118	109	89	110	78	97	91	112	96	74	78	47	1524	3997	2	8	5	

Eleventh	120	134	153	142	140	186	142	128	106	98	96	115	87	108	54	57	1806	3832	.....
Twelfth	217	105	141	117	187	120	106	86	128	146	111	121	106	50	56	31	1778	3665	.....
Thirteenth	105	91	109	90	85	66	68	54	50	43	46	57	58	44	28	25	1020	2031	.....
Fourteenth	110	128	106	115	98	95	62	62	49	82	53	47	42	37	18	12	1106	2378	.....
Fifteenth	47	98	60	57	61	80	56	55	41	45	56	46	30	31	37	24	819	1656	4 3 7
Sixteenth	51	53	45	68	53	48	34	44	47	30	24	30	33	36	39	27	662	1308	9 11 20
Seventeenth	39	52	50	53	30	48	40	41	44	35	36	54	43	45	36	36	582	1279	4 1 5
Eighteenth	114	136	142	126	130	111	95	114	88	76	70	80	71	60	38	39	1490	3002	1 4 5
TOTAL FEMALES, } White and Colored, }	1704	1848	1988	1861	1682	1705	1561	1530	1383	1430	1356	1520	1394	1476	1234	1184	24906	.....	.....
Colored.....	15	13	18	18	14	16	12	16	17	16	13	10	13	19	14	10	240	513	273 240 513
MALES AND FEMALES, } White and Colored, }	3585	3760	4064	3772	3474	3477	3058	3116	2614	2831	2540	2819	2639	2766	2382	2117	.....	49014	..... 513

TABLE XI,

Showing the Number of those Enumerated who are in Attendance upon the Public Schools, the Private Schools, and of those Not Attending Any School.

WARDS.	WHITE.									COLORED.									TOTAL ENUMERATION White and Colored.		
	Number Attending Public Schools.			Number Attending Private Schools.			Number Attending Church Schools.			Number Not Attending Any School.			Number Attending Public Schools.			Number Not Attending Any School.					
	M.	F.	M. & F.	M.	F.	M. & F.	M.	F.	M. & F.	M.	F.	M. & F.	M.	F.	M. & F.	M.	F.	M. & F.			
First.....	772	748	1520	7	62	69	12	21	33	313	495	808	36	29	65	29	12	41	1169	1367	2536
Second.....	295	250	545	89	64	153	181	124	305	210	442	652	7	6	13	9	5	14	791	891	1082
Third.....	142	113	255	2	1	3	53	49	102	327	413	740	3	3	6	13	3	16	540	582	1122
Fourth.....	816	815	1631	156	126	282	124	210	334	794	976	1770	84	41	75	81	34	65	1955	2202	4157
Fifth.....	468	471	939	9	15	24	447	506	953	637	634	1271	5	4	9	2	3	5	1568	1633	3201
Sixth.....	1381	1355	2736	232	199	431	247	384	631	892	1148	2040	44	48	92	40	30	70	2886	3164	6000

Seventh.....	506	496	1002	77	100	177	281	255	536	644	677	1321	.....	.....	.....	.....	.....	1508	1528	3036
Eighth.....	168	158	326	53	50	103	540	549	1089	519	504	1023	.....	2	2	1	.....	1	1263	2544
Ninth.....	374	366	740	25	20	45	221	211	432	679	692	1371	.....	.....	.....	.....	.....	1299	1289	2588
Tenth.....	622	617	1239	21	24	45	248	268	516	580	612	1192	2	3	5	.....	.....	1473	1524	2997
Eleventh.....	586	598	1184	43	36	79	448	395	843	949	777	1726	.....	.....	.....	.....	.....	2026	1806	3832
Twelfth.....	668	554	1222	3	....	3	338	310	648	878	914	1792	.....	.....	.....	.....	.....	1887	1778	3665
Thirteenth...	447	447	894	4	3	7	170	176	346	380	394	784	.....	.....	.....	.....	.....	1011	1020	2031
Fourteenth...	644	575	1219	12	11	23	123	98	221	498	422	915	.....	.....	.....	.....	.....	1272	1106	2378
Fifteenth....	439	330	769	13	10	23	101	171	272	280	305	585	4	.....	4	.....	3	337	819	1656
Sixteenth....	358	367	725	13	24	37	29	35	64	237	225	462	6	6	12	3	5	646	662	1308
Seventeenth.	332	383	715	24	22	46	21	24	45	216	252	468	3	.....	3	1	1	597	682	1279
Eighteenth...	570	637	1207	9	7	16	313	315	628	619	527	1146	...	4	4	1	.....	1512	1490	3002
TOTAL.....	9588	9280	18868	792	774	1566	3897	4101	7998	9657	10409	20066	144	146	290	130	96	24208	24806	49014

Public Library.

LIBRARY COMMITTEE.

DR. D. B. SMITH, W. J. AKERS, J. C. DEWAR.

LIBRARY SERVICE.

LIBRARIAN.

I. L. BEARDSLEY.

ASSISTANTS.

**MARY F. HUTCHINSON,
MARIA T. HUBBELL,
EMMA E. KENNEY,
JULIA E. GRUNINGER,**

**IDA REZNER,
MRS. ROSE S. KELLY,
CAROLINE P. KIRKWOOD,
ALICE L. LEVAKE.**

LIBRARIAN'S REPORT.

TO THE HONORABLE BOARD OF EDUCATION :

Gentlemen : I herewith respectfully submit my Second Annual Report, embracing the proper statistics, pertaining to the different departments of the Public Library, the current year ending on the 31st ult :

The following is an exhibit of the number of the volumes in the Library in each department, with accessions since the date of the last report, as also a classified list of condemned and missing volumes :

	Vols. in Library.	Acces- sions.	Con- demned.	Miss- ing.
Travel	1,406	37	37	21
Social Science and Special History....	832	49	3	15
Belles Lettres.....	109	3	.....	...
Fiction.....	6,546	50	684	176
Juvenile.....	2,014	.....	162	56
Essays and Miscellany	1,004	82	.....	8
Wit and Anecdote.....	286	51	12	...
Records of the Rebellion.....	162	16	7	2
Natural History.....	425	.....	1	3
Biography.....	1,355	327	8	7
Theology and Ecclesiastical History ..	880	61	.....	5
Poetry	895	20	6	13
History.....	779	26	4	3
German.....	1,438	377	90	26

	Vols. in Library.	Accessions.	Con- demned.	Miss- ing.
Collected Works.....	286	100	....	...
Physical Geography and Geology.....	214	2	1	...
Architecture, Music and Art.....	312	52	....	4
Education and History of Literature..	311	36	....	4
Astronomy, Engineering and Math's.	286	94	....	6
Natural Philosophy and Chemistry....	208	11	....	8
General Science and Useful Arts.....	204	7	....	...
Physiology, Hygiene and Domestic Sci.	233	50	....	6
Elocution, Etiquette and Games.....	213	31	3	5
Mental and Moral Philosophy	219	10	....	...
Politics and Law.....	167	12	....	2
Botany, Horticulture and Agriculture.	184	1	5	7
Ancient History, Archæology and Mythology	273	27	....	2
Games and Sporting.....	81	1	....	6
TOTAL VOLS. IN LIBRARY PROPER	21,321	1,533	1,023	385
In Reference Library	3,365			
Unclassified.....	195			
Odd Volumes and Duplicates.	142			
In Librarian's Office.....	94			
TOTAL VOLUMES.....	25,117			
Condemned.....	1,023			
Missing.....	385			
Lost and paid for....	20			
TOTAL.....	26,545			
Volumes on hand previous year			22,769	
Bought during the year.....			3,509	
Donated.....			33	
Recovered of missing last year.....			112	
Drawn and not yet returned.....			122	
			26,545	

DRAWINGS.

The following will show the number of volumes drawn for the year by months; as also the previous year by way of comparison :

	1876	1877.
September, 1876.....	.....	15,158
October (1876 only 12 days).....	13,020	15,710
November.....	17,767	17,870
December.....	16,267	18,968
January, 1877.....	22,133	24,015
February.....	20,649	22,708
March.....	19,218	26,370
April.....	17,845	19,060
May.....	15,563	15,165
June.....	13,019	14,173
July.....	11,471	.....
TOTAL.....	167,052	189,197
Average Drawings for 254 Working Days.....	698	744
Largest Number Drawn in One Day.....	.....	2,282
Smallest Number Drawn in One Day.....	.....	268

REFERENCE LIBRARY.

Average Attendance per day.....	66
Total Attendance for the year.....	16,764

READING ROOM.

Average Attendance per day, except Sundays.....	522
Total Attendance for the year.....	132,588
Average Sunday Attendance:.....	110

MEMBERSHIP.

The Number of Membership Tickets out is.....	10,952
Representing Readers.....	27,380

CLASSIFICATION OF CIRCULATION.

Comparative statement of past two years :

	1876.	1877.
Fiction.....	60.12	55.80
Juvenile.....	15.40	13.20
History.....	3.05	3.51
Biography.....	3.42	3.56
Religious.....	.75	.50
Poetry and Drama.....	1.05	2.40
Travels.....	4.16	4.05
Science and Art... ..	6.50	9.23
German.....	5.55	7.75

It will be seen there is a decided improvement in the quality of the reading from previous year.

BINDING.

The following are binding bills as per monthly accounts rendered:

October, 1876.....	59 volumes	\$28 54
November.....	55 "	26 52
December.....	114 "	55 30
January, 1877.....	75 "	49 73
February.....	188 "	83 59
March.....	189 "	76 36
April.....	328 "	167 34
May.....	527 "	257 06
June.....	516 "	248 07
German Books, new.....	488 "	158 10
<hr/>		
TOTAL.....	2,439	\$1,150 60
Of this number were rebound.....		1,764
New volumes.....		187
German, new.....		488
<hr/>		
TOTAL.....		2,439

CASES AND REPAIRS.

Number of new Cases bought 11, at a cost of.....	\$550.00
1 doz. Chairs for Reference Room.....	18.00
1 Table for Reference Room.....	10.00
Repairs.....	24.75
<hr/>	
Total.....	\$602.75

Of the Cases three were placed in the Reference room and eight in Library proper.

FINANCIAL.

The following is a statement of receipts and expenditures for the current year.

	Balance.....	\$ 47 23	
FINES.	September, 1876.....	22 05	
"	October.....	31 75	
"	November.....	28 90	
"	December.....	32 05	
"	January, 1877.....	26 53	
"	February.....	34 70	
"	March.....	37 85	
"	April.....	34 55	
"	May.....	46 80	
"	June.....	38 35	
"	July.....	29 20	
"	August.....	1 50	\$411 45
	20 Volumes books lost and paid for		18 20
	Subscriptions.....		15 75
	Broken Glass paid for.....		2 20
	Old Paper sold.....		6 81
	Total Receipts.....		<u>\$454 41</u>

EXPENDITURES.

1 copy Architectural Surveyor's Hand Book....	\$ 7 00
1 Swiss Lake Dwellings.....	6 75
1 Century of Gospel Work.....	3 00
Custom House Permits.....	3 30
Charges on Books from London.....	10 58
Cartages from Bonded Warehouse.....	1 50
2 Loads Saw Dust.....	3 50
3 Rubber Stamps.....	10 00
One Half Dozen Towels.....	1 75
1 Willow Basket.....	1 75
1 Hatchet.....	1 00
Staining and Varnishing Stand in Reading Room	1 50
Gas Fixtures and Repairs.....	8 70
Express Charges.....	2 40
Matches.....	1 75
Extra Help per order of Chairman of Committee	64 50
Setting Glass.....	15 70
Labels.....	22 10

Postal Cards and Postage.....	\$34	95
Stationery.....	25	80
Printing.....	49	00
Blank Books.....	14	00
Recovering 153 Volumes Books.....	38	25
Sundry Expenses.....	16	25
5 days' Labor in Mending Room (Miss Hubbell).....	6	25
	<u>\$351</u>	<u>28</u>
Balance paid to order of Clerk of Board.....		\$103 13

SUMMARY.

That the Library has improved in the quality of its accessions during the past year will be better understood by referring to the classified list on the first and second pages of this report. While the additions to fiction show only 50 volumes more than at the commencement of the year, the juvenile department has decreased 186 volumes. After deducting the 377 volumes addition to the German, it shows an increase in the departments of solid literature of 1,077 volumes. Add the accessions in reference library of 736 volumes and we have a total increase in the year of 1,813 volumes of valuable books, the largest by far of really valuable works added to the institution in a single year since its establishment.

The list of condemned books may seem large, but when it is known that out of the 1,023 volumes condemned about 850 are fiction and juvenile, and that they have been drawn on an average sixteen times a year, and very many two and three times a week, it can excite no surprise that they are worn out. A large number were old and worn at the commencement of the year, not worth re-binding, and they continued to be mended as long as they would hold together. It is possible that more money spent in binding would prolong the use of books, but I doubt the economy of it when repairing is possible. To illustrate, one Public Library reports as follows:

Number of Volumes.....	50,000
Cost of new books last year, 2,441 volumes.....	\$2,504.17
Cost of binding, 6,575 volumes.....	3,814.30
Volumes repaired.....	1,828
Number of volumes condemned....	1,015

In Cleveland Public Library	25,000
Cost of new books last year, 3,509 volumes.....	\$6,774.20
Cost of binding, 2,439 volumes.....	1,150.60
Volumes repaired.....	17,500
Volumes condemned.....	1,023

Although the proportion of our condemned list is large, the binding bills are less by nearly two-thirds, and the saving by our large repairs would replace with new volumes every condemned book. I would add that the drawings are fully up in proportion to those of the library with which the comparison is made. The assistants have taken turns in the repair room, and most of them have become skillful in performing the work. As it has to be done at quiet intervals in the Library, it cannot be computed as involving extra cost.

Of the condemned and missing list it will be seen that it is confined mostly to the fiction and juvenile departments. Of the latter condemned, one-twelfth, or 83 volumes are the works of one author. As none have been recently bought and they have been reduced in numbers, their use has been excessive. However correct the *morale* of such books, in my belief their influence is not productive of good, because they inculcate exaggerated ideas, and put out of view the stern realities of life to the rising generation. I do not particularize a single author but refer to a class whose works are of a very doubtful advantage to a popular library.

The same rule applies to a class of fiction, the influence of which may be less pernicious, because it is read by those who have arrived at years of maturity, but it can be productive of no good, for its teachings are false, and its tendency is demoralizing, calculated to dwarf the minds of the ignorant, to invite ephemeral and sensual ideas which are diametrically opposed to religion, to morality, and to the discipline necessary to fill an honorable position in life.

My own judgment in the selection of books has been seconded by the Committee in charge, and I am indebted to its members for valuable suggestions and aid, and the large advance in the importance of the Library during the past year, it would be egotism in me to claim as my own unaided work.

The very large drawings are far in excess of what they ought to be from a Library so small as ours, and I think they can be lessened with no real disadvantage to the public. With only slight additions to light literature, and a continued care in the selection of books for the use of the young, there will no doubt be a falling off, but the standard will be elevated much to the benefit of those who avail themselves of its use.

With the employment of only two assistants, as now projected, it is not to be supposed that an unlimited demand can be satisfied. The plan of giving out books will have to be changed and the public denied access to the rooms amongst the cases. As the Catalogue is complete, except recent accessions, selections can be made, the orders written on blanks, when the assistants will get the books and deliver them at the desk. With unobstructed access to the cases they will be better able to so meet the wants of the public as I believe, to give general satisfaction. It will, besides, prevent pilfering, which has heretofore been unavoidable.

REFERENCE LIBRARY.

The number of persons who availed themselves of the use of the Reference Library last year was 16,764, and that portion of the institution has grown, from month to month, rapidly in favor, and to many persons of culture has become almost a necessity. During the two months that it has been closed the calls have been numerous for access to obtain information not to be had elsewhere. Small as it is, and but the skeleton of a library, its shelves contain many rare volumes, and in some departments it is not surpassed by any library in the state. The different departments are carefully classified, so that its growth can be made harmonious. Much has been done toward making a card catalogue that will grow more indispensable as its size increases. Such a reference catalogue, however, as has been projected, is a work which will consume much time, and can be done only by competent and experienced help. The time will come, in a few years, if the Board continues as liberal as in the past in promoting its growth, that this portion of the Public Library will become the most popular institution of learning in the Forest

City. Several gentlemen of learning, and of acknowledged literary ability, have taken a lively and kindly interest in its useful growth, and have, by their suggestions, rendered valuable aid, for which it affords me pleasure to make this official as well as personal acknowledgment.

READING ROOM.

The number of papers and periodicals taken in this department were about the same as the previous year, which it is not essential to enumerate, and were in number as follows :

Dailies	30
Weeklies	26
Tri-Weeklies	1
Magazines (monthly)	12
Quarterlies	1
German Papers	3
Bohemian	2
European	7

The number of visitors, exclusive of Sunday, amounted to 132,588, which indicates a large patronage. With perhaps some exceptions, those who availed themselves of its use were a very respectable class of citizens, and, besides, it was serviceable to many strangers who visited our city. The want of it is, perhaps, less felt than that of the Library, as newspapers are abundant and cheap, and our own city dailies have grown to such dimensions as to furnish a very full summary of news.

THE CATALOGUE,

which was completed in June, includes all the books in the Library proper, except the accessions since it was printed. The copy was prepared with much care, and its use has demonstrated its general correctness. Miss Maria T. Hubbell, who was my aid, performed valuable service, which, from want of intelligent records, made the work both difficult and laborious. Her experience makes her a valuable assistant. I take this occasion, also, to express my appreciation of the able manner in which

Miss Mary F. Hutchinson has performed the onerous duties of first assistant. They require intelligence, industry and patience, all of which she possesses in a high degree, and with her experience, it would be difficult to fill her place.

I have to acknowledge frequent favors from Mr. A. S. Hollowell, in returning in all one hundred and sixty-eight volumes of books which he has detained from parties offering them for sale at different times. As he has never received pecuniary consideration, I thought, perhaps, if reported, your honorable body, might desire, by resolution, to express, officially, an acknowledgement of his favors.

Respectfully submitted,

I. L. BEARDSLEY,

Librarian.

**This book is under no circumstances to be
taken from the Building**

[illegible]

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